

# Break

## Not the director

The Children's Legal Centre has a new recruit - Peter Newell, until a couple of weeks ago the non-Director of the Advisory Centre for Education.

Newell was appointed as director of ACE when he was just leaving Cambridge, heavily in deficit, and uneasily poised between being an advice centre for worried paying parents and a pressure group.

The deficit has now been substantially reduced and ACE, in Bethnal Green, has given up the advice service and concentrated on putting out information about education and children's and parents' rights to all comers, and acting as a pressure group.

Under Newell's direction, it also became a cooperative, with no director and all workers sharing jobs. Newell (a former deputy editor of this paper) had already tried out the cooperative style at the White Lion Free school in London, where he was one of the key founder workers.

The campaigns ACE launched or supported were often about the obscurities and deficiencies of education law. When the Children's Legal Centre got going just over a year ago, after the International Year of the Child team had launched a feasibility study, the two organizations found themselves working closely together.

For example, they were both instrumental in advising parents in Oxfordshire to press their legal right to education for handicapped 16 to 19 year olds.

Rather to the pressure groups' regret, Oxfordshire moved quickly enough to prevent a case being brought. But even so, according to Newell, the threat of legal action has a "marvellous domino effect" on other authorities.

At the Children's Legal Centre the Socialist Education Association has written to 200 candidates asking them whether they are members of the SEA and whether they intend to join. His letters went out some time ago, but he reports rather woundedly that 199 have neglected to reply.

## No credentials

While Labour prospective Parliamentary candidates have to prove their socialism on a number of occasions these days, they don't do right panning about education credentials, secretary of the

## Something is rotten

Last week, in a vivid polemic in *The Times*, Harry Judge of Oxford University's Department of Education Studies used the Wadhwa affair as a platform to hammer enemies of his ancient university (proving yet again that attack is still the best means of defence).

His main case study was an unnamed director of education: "A man with a great deal of influence over the lives and futures of pupils in many secondary schools. One of the pupils was coming to Oxford."

In his innocence, reports Dr Judge, "I rashly expressed the hope that many more such young people would come to enjoy all that Oxford can offer - only to be sharply disabused. No. The place should be destroyed and nothing done to preserve it. The only way to preserve it is to 'rotten' it by sticking them in."

Arise! he now learnt with some surprise - that the director in question was Houslow's John Cooper. Certainly, Mr. Cooper is known to be committed to proper comprehensive education, under fire, and other important causes. But he normally appears as an astute operator, not a wild ideologue.

However, independent witnesses confirm that the conversation took place much as Dr Judge reported it, and indeed that some teachers at Heston comprehensive were the meeting happened down by their fire.

Mr. Cooper himself wasn't so much Oxford was attacking as the



Peter Newell: pressure group switch

(another cooperative). Newell will be looking after publications and education, though "everyone does a bit of everything." The Centre has a staff of five, including a barrister and solicitor: its aims are to "clarify, develop and improve" laws affecting children and young people.

It will take up individual cases provided they are test cases that could affect a lot of children, and has a free telephone advice service. In its first year, 21.5 per cent of the enquiries were about education. Only cases relating to children in care produced more enquiries.

One view shared by ACE and the Centre is that the main consumers of services for children are not parents, but the children themselves. The Children's Legal Centre's latest statement, on the draft DES/DHSS circular on the 1981 Education Act, demands that young people should be involved in decisions about special education.

Newell says: "There's a danger in legalising everything - but it's the only way we will get away from arbitrary procedures. Teachers and schools and local authorities have too much unrestrained power over children's chances."

One reason Peter Newell calls for involving children in decisions about education is that the main consumers of services for children are not parents, but the children themselves. The Children's Legal Centre's latest statement, on the draft DES/DHSS circular on the 1981 Education Act, demands that young people should be involved in decisions about special education.

## Number please

A buffet lunch, held last week at the Home Office to launch a new book on prison education in England and Wales, was organized in fitting style. "Guests are asked to arrive by 11.30 am, and to report to the reception clerk in the entrance hall, where they will be checked in and then escorted to Room 867."

## More relevant than thou

There was much talk of relevance at this year's annual general meeting of the Association of Colleges for Further and Higher Education. Speaker vied with speaker to deplore our education system's "academic bias, its ivory tower refusal to dirty its hands with the grime of industrial realities."

Prime among them was Sir Peter Carey, permanent secretary at the Department of Industry, who read classic at Oriel College, Oxford, before going on to London University where he studied Serbo-Croat.

Meanwhile, back in the Wadhwa senior common room, far from sucking people in to their "rotten system," the dons have been freezing them out. Peter Gwyn, the research fellow who blew the whistle on the "selling" of two places to a Hong Kong businessman, has resigned because his colleagues were so beastly to him.

## Next week

■ Anne Sofer attacks the unholy alliance - Heseltine, Kinnoch and the SBO - "clamouring for central control of the education service."

■ Children with special needs: Wilfred Tunnin on what parents got out of Warnock; Seamus Hegarty on the uses and abuses of integration; Margaret Prosser on the Portage scheme.

■ Books: John Dancy on *Russia's Future*, by Kitty Weaver, and *We're Building the New School*, by Chris Skelton; Maurice Kogan on American school; Alan Ryan on two new introductions to philosophy.

■ Extra: Primary school books.

## Trouble in the village

James Prior flew into his Suffolk constituency from protracted de Lorean talks in Northern Ireland last week and immediately found himself in a little local difficulty with the overwhelmingly Tory county council.

Meeting parents in the thatched primary school of Somerleyton, one of three village schools scheduled for closure, the ebullient Mr Prior declared himself on their side in their fight to keep the school open, and pledged his support to any appeal to the Education Secretary.

Irritation at county hall mounted when it was learned that Mr Prior had been consulting other Suffolk MPs and that a meeting was being arranged with Keith Stanton (Sudbury and Woodbridge), John Gummer (Eye) and Eldon Griffiths (Bury St Edmunds) with a view to a definite statement in favour of the village schools. Apart from Somerleyton (45 on roll), the other schools immediately involved are at Rayden (22 children) and Assington (40).

The Suffolk education committee chairman, Mr Richard Harwood, was reported to be unhappy at the county's MPs exerting "undue pressure" on Sir Keith Joseph, who should be unbiased in his judgment if there were an appeal against a local decision.

In fact it isn't just a matter of Government economies or falling rolls versus populist support. Suffolk's senior assistant education officer for schools, Mr J. H. Bottomley, says the three schools are all in standard Victorian buildings, which don't come up to DES guidelines. In each case the authority is planning to extend a school in a neighbouring village or, in the long-term, build a new school: "which enables the authority to close three old unsatisfactory buildings and provide schools of better size educationally."

Not the sort of argument ever to be used in a village school lobby, of course. Mr Prior may decide in the de Lorean was easier to

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## Personal column

### Ted Wragg

#### Speech writers' cramp at the DES

"Hello. Is that the DES? Can you put me through to Sir Keith Joseph's speech writer please?" "I'm sorry, who did you say you wanted?" "But what about his conference speeches?" "You may well ask. Take the Society of Education Officers conference in January. Knowing he was addressing a roomful of big chiefs I'd sweated blood over that one, and do you know what he did? Held it out at arm's length with an expression on his face as if he was reading a sheet full of yak dung."

"Do you write speeches for any of the others?" "Well, of course, it's Sir Monty who is really making all the running. Boyson's opted out; anyway like all the best comedians he writes his own material. Shelton doesn't understand a blind word, and reads it like the speaking clock. I deliberately missed out a page of one of his, put another one in upside down, and finished off with the week's 'Top Twenty', but he read it just the same. Do you, know what we're doing now?" "No, what's that?"

"Well, I know it sounds a bit juvenile, but we're so desperate for a laugh round here we put coded messages in Sir Monty's speeches. My best so far was his phrase about the Manchester scheme: 'Schools of Proven Pedagogic Yield.' Get it? The initials spell S.O.P.P.Y. Unfortunately Sir Monty couldn't get his tongue round the last bit and changed it to 'worth'. I showed it in a nice one about 'Trouble With Ineffective Teachers' at the North of England conference, but that passed unnoticed."

"You certainly got him into trouble with the unions. Didn't he say he wanted to fire incompetent teachers as part of the falling rolls problem?" "He will insist on departing from the script and spoiling the code. I had him down to talk about 'Compulsory Redundancies and Promotions' but he didn't want to mention the last bit. Anyway my biggest challenge has just been delivered. Sir Monty has asked me to write a parliamentary speech for Miss Wigg herself, deploping the Toxteth primary school riots. I mean, who the hell do these kids think they are, the England rugby team? Do you think I can get her to open with 'I Am Mystified About The Urban Riots Developing In A Metropolis'?"

## TES Crossword No 40

Crossword puzzle grid with clues: 1. Quarter stroke in gold (4), 2. Make rapid progress in a profession (6), 3. I have a lot in common (8), 4. A shade depressed (4), 5. Make change in the Old Testament (6), 6. Ribber insect? (6), 7. Riches gained by breaking the law (6), 8. I am after a doctor for a prominent illness (6), 9. Bring back plans for earned rest (8), 10. Soft spot your boss has for you? (8), 11. Paintings force (10), 12. How to save one's skin? (4)

## Whitehall continues to wrangle on form of new certificate

### Indecision and hostility threaten future of 17-plus

by Mark Jackson

The future of the "Voc" - the 17-plus certificate intended to spearhead the development of a new kind of education in schools and colleges - was thrown sharply in doubt this week.

As ministers and officials continued to wrangle over its form, the Labour Party declared its open hostility to the whole idea.

Mr Neil Kinnock, Shadow Education Secretary, now says openly that a Labour Government would almost certainly drop the certificate, which is intended to cover work-related courses in vocational preparation, unless it were already well entrenched.

The Education Secretary - whose predecessor had promised an announcement by the end of last year - has said only that he hopes to report progress soon.

His officials were unable to say this week when the statement would come, but it would cover. But for months now, he has been telling colleagues in the further education bodies that "Ministers keep raising queries."

It appears that the Ministers have taken sides in the long drawn-out battle between those officials who want the certificate to be modelled on FE experiences and those who want its concept diluted to accommodate the problems of traditional schools.

Meanwhile, at School to Work reports that the Government has allocated to its new training scheme for unemployed leavers.

The cost of the Labour scheme, is put by Mr Kinnock at £2,000m (see page 12), or twice the total amount that the Government has allocated to its new training scheme for unemployed leavers.

## More pay urged for maths

Additional payments for mathematics teachers and a flat-rate incentive for students training to become mathematics teachers, in addition to the normal student grant, is recommended by the Cockcroft committee of inquiry into the teaching of mathematics in schools.

The committee, which was set up three years ago by the last Labour government under the chairmanship of Dr W. H. Cockcroft, expresses considerable concern about falling standards and the redeployment of maths teachers.

Its report is due to be published at the end of the month and will be summarized in detail in *The TES*. The committee believes that the need for mathematics to be taught by well-qualified teachers should be fully over the need to redeploy staff, and calls for the introduction of measures to ensure that newly-trained mathematics teachers will be able to find teaching posts.

It is opposed to exemptions from teacher training for mathematics graduates, and urges that they be ended as soon as possible. It recommends that the HMI should inspect university departments of education as well as public sector training institutions to ensure that training is of a suitable standard.

On additional pay for mathematics teachers, it suggests that that could be achieved either by local authorities using their discretion under Burt-ham to provide additional scale

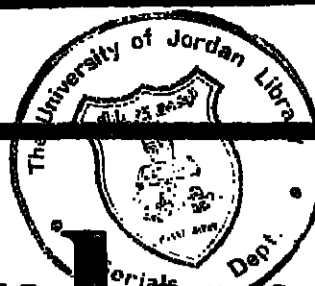
points for mathematics teachers; or by local authorities being given the discretion to appoint mathematics teachers at incremental points above those defined nationally.

No hard evidence of falling mathematics standards in schools was found by the committee. It reviewed the levels of mathematical attainment by pupils over the past few years, but came to no firm conclusion as to whether standards were rising or falling. It is opposed to any move to go "back to basics."

The committee notes that the proportion of pupils achieving mathematics examinations at A level is falling, but that passing English, but that

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## 10% rise in the numbers staying on

The number of 16-year-olds staying on at school this year has jumped by roughly 10 per cent, according to an early survey.

Figures just obtained from the Department of Education show that in schools last September there were 340,000 16-year-olds staying on, compared with 310,000 in the previous year.

The survey, which does not include those staying on into further education colleges, was collected by the DES statistics branch in co-operation with the local authority associations. HMIs were particularly keen

that accurate figures on increased numbers should be known as soon as possible.

Mr Jack Springett, Education Officer of the Association of Metropolitan Authorities, said this week: "The post-16s are the most expensive pupils to educate in schools. The figures show what additional costs are currently being borne by local authorities without any extra help from the government whatsoever."

He believed the numbers in colleges were also substantially up on last year's figures.



Rain, rain go away, one of the most popular children's songs is older than our might think. It was chanted somewhat inappropriately by children in the sunnier climes of ancient Greece, according to Popular Nursery Rhymes, one of the many new books for children featured in this week's Extra on pages 33-36.

## Tertiary decision

by Hilary Wilce

Sheffield could next week become the first city to decide it wants to reorganize provision for post-16 students entirely into tertiary colleges.

Two education subcommittees meet on Monday to consider a number of alternative reorganization schemes, but the plan being put forward by Mr Peter Horton, chairman of the education committee, is for a completely tertiary scheme.

Consultations on reorganization have been taking place in the Labour-controlled city for the past year. At present Sheffield has 4,000 pupils in 38 sixth forms, and about 2,000 16-19-year-olds in further education colleges.

If the city decides to try for a tertiary system it can expect vigorous opposition from supporters of sixth forms, who will be much heartened by the recent circular on reorganization put out by Sir Keith Joseph, the Education Secretary.

This said that authorities in planning post-16 reorganization, should try to preserve schools of proven worth, which is taken to favour the retention of existing sixth forms.

ers contain too much that the average pupil cannot tackle, and that that has an adverse effect on motivation for very many pupils.

"It suggests a 'foundation list' of topics for CSE which should form the greatest part of the syllabus for lower-attaining pupils. It also recommends an extra paper for the most able students at O level. It has some doubts about the new single 16-plus examination, but does not oppose it.

The committee found no adverse effect from the use of calculators in schools. It recommends that calculators should replace the use of log tables.

Diana Geddes  
*The Times*  
Education Correspondent

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# More ways to get stung than by grasping nettles

In his North of England address at Leeds last week, Sir Keith Joseph came closer to demanding that dual redundancy schemes than any of his predecessors. "We shall be falling in our duty... if we keep ineffective teachers in the schools."

The whole question of the management of the teaching force in a time of falling numbers has been on the agenda for many years. It merited several paragraphs in the Green Paper which summed up the Great Debate in 1977:

There remains the problem of those teachers at all levels whose performance clearly falls below an acceptable level of efficiency... the difficult residue of cases where no effective remedy presents itself, and where the interests of the schools would best be served by disposing with the service of the teacher concerned... The establishment of standard procedures for the assessment of teachers' performance, for advice and, when necessary, warning to teachers whose performance is consistently unsatisfactory, and for all the other steps required by employment protection legislation, or judged necessary as part of a fair procedure for considering dismissal of staff, are matters which unquestionably call for the most extensive consultation with the teachers' associations.

Redundancies on a large scale changes the perspective. It is no longer just a question of finding ways of putting the finger on those teachers who are so manifestly incompetent that they can be formally identified by disciplinary procedures. Now, as a result of reductions in the teacher complement, a number of teaching posts are going to be lost. Natural wastage will absorb some of these. But for many reasons, there will be a mismatch of jobs and teachers, and when the "surplus" teachers come to be redeployed, there will be some who remain unplaced when the music stops. These will be the prime candidates for redundancy.

In the course of this melancholy game of musical chairs, various factors will come to bear. The shortage subject specialists will have to be shared out in order to guard the curriculum and preserve the school's claim to provide a full range of subjects. Some subjects, on the other hand, will be overstaffed and their specialists will be more easily dispensed with. And, if there are more redundant staff seeking redeployment than places to absorb them, those who seem to have least to offer will also be among the most vulnerable.

What Sir Keith has done now is to bring the matter up again with the local authority association. He has asked them to look at systematic ways of using redundancy to sort out

the poor performers. It is pretty unlikely that he will get anywhere formally. The authorities are not disposed to face the unions head on with new demands for efficiency bars or reappraisals. But the I.e.a.s concede that what he is saying is incontrovertible: it is not part of their job to defend ineffective teachers. And, if truth be told, this is what most practising teachers say, too. Each school of any size has the odd passenger. It may be a matter of elementary classroom control. It may be a matter of temperament or psychological make-up. It may be just a matter of running out of steam. What is really difficult is defining "ineffectiveness" in legalistic terms. It is not particularly difficult to recognize it in practice at the tail-end of a great and diversified professional group. But recognizing it is not enough. If this is to be done by a head-on confrontation, the degree of ineffectiveness has to be so monumental that justice can be seen to be done.

It is tempting to respond to Sir Keith's challenge by forecasting that some discreet weeding out will happen, as redundancy begins to bite, provided nobody talks about it too shrilly. Union representatives have been known to use their own influence to encourage men and women who are miserable failures as teachers not to resist attempts to stunt them out. If Sir Keith trumpets too loudly on this,

every case will have to be fought to the line: far better wait and see how the internal labour market within the education system asserts itself, rewarding the able and penalizing the less able.

But this is not enough. Two other elements need to be met to turn the retreatment to advantage. The first is a generous and spacious provision of in-service training, and with it, ample professional recognition, often requested, and amply mandated, through the 1970s and even earlier met.

The second lack is a properly-funded redundancy scheme - not easy to implement, but voluntary redundancy available much earlier age than normally allows premature retirement. It would be generally to insist that the employers should have the right to accept or reject any request allowed to go on agreed terms, which provide a lump sum of three or four years' gratuity for every year of service.

Nobody could tell, for sure, who would be the volunteer. But if the terms were phrased there might well be a flow of taken-up personal or professional reasons (including some cases, a sense of personal failure which must render teaching a terrible someone who is not suited to it) which chance to make a new start. Or one might not work. There might be a few volunteers. But if so who loses? The teachers to weed out the duds is to permit them to go of their own volition. This means they go well as big sticks.

## Comment

### Towards Labour policy for 16-19s

The Labour Party's discussion document - 16-19. Learning for Life - which has already been referred to in these columns, is published this week. It has the merit of looking at the 16-19s as a whole, rather than at the segments which happen to correspond to the special interests of the Department of Employment and the DES. Its weakness is the reverse side of the same coin: a desire for comprehensive reform which runs out of time and breath.

The curriculum and examinations for the 16-19 stage remain enveloped in a cloud of vagueness. A levels are certainly out, but it is less clear what goes in their place: "Young people wishing to enter higher education would take modules - some of which would be at a high level - within a much broader programme of study. Such a system would be based more on in-course assessment than on formal examinations at the end of the course. Care would be needed to ensure that a new system would have national validity." Assuming that is, that anything so vague as a national system could be relied upon to emerge.

The paper is on much more solid (though untested) ground when it sets out the basis of its youth guarantee: standard educational maintenance allowances (possibly taxed in the hands of the parents) for all who stay on in full-time education and bigger allowances than those now paid by YOP for young people on MSC schemes. The Labour scheme would clearly cost a great deal more than the Tebbit proposals - which continue to come in for some harsh criticism - but structurally they have much in common; enough to encourage the belief that something is happening which could stretch beyond this Parliament.

Less happy suggestions are now being bruited abroad about the 17-plus vocational qualification which was put forward in the Mansell report, and which now has approval in

principle from the Government. Mr Neil Kinnock has now indicated (page 10) that Labour support for the 17-plus vocational examination must be regarded as doubtful - at any rate in the form envisaged by Mansell - because Labour is not happy with a separate certificate for those who learn job-specific skills. This is bad news if it means anything more than that, in the distant future, when Mr Kinnock replaces A levels with a mixed bag of modules he will also incorporate the 17-plus.

More immediately, the future of the 17-plus could be vulnerable from another quarter. The courses which are introduced to meet the requirements of Mr Tebbit's new traineeship scheme, will bear an uncanny resemblance to the sort of thing envisaged by Mansell for courses leading to the 17-plus. If the colleges



of further education are busy setting up these courses in double-quick time for the MSC, what incentive is there for them to provide similar, full-time, courses for school leavers without grants? And, in any case, the MSC will have got off the ground while the educational world is still bogged down in consultation and negotiations. On this reading, the 17-plus could fall to be a footnote in the colleges and, in becoming mainly a school examination, its character would change. It is too soon to bury the 17-plus yet, before it has even started. But the tension between the educational programme of the schools and colleges and the educational programme of the MSC (dubbed training) is bound to grow.

### Finding a legal basis for FE

The earnest consultations designed to discover, or establish, the legal basis for further education seem to be grinding towards reasonable agreement, without any great enthusiasm on anybody's part (page 8).

The *raison d'être* of the FELB working party was the realization that the 1944 Education Act was remarkably obscure and inconsistent on the question of whether local authorities had a duty, or even a power, to provide education between the ages of 16 and 19, and beyond. This was brought out into the open when the Warnock Report on Special Education drew attention to what the Committee believed to be an I.e.a. duty "to provide for all young people who want continued full-time education between the ages of 16 and 19, either in school or in an establishment of further education, though not necessarily whichever of the two the individual prefers".

Since by then the DES lawyers were not at all sure what the duty was, action on this aspect of Warnock was left out of the subsequent Education Act, pending the FELB discussions.

Although it was rapidly accepted that an obligation to provide a place either in FE or at school, on request, did exist, legislation was clearly going to be required to sort out other ambiguities. Meanwhile, pressure on I.e.a.s to provide places for the over 16s has been building up rapidly in the face of growing unemployment, giving rise to stories that would-be students are being turned away.

Though at first the local authorities had been opposed to the imposition of any new duties, in the absence of corresponding financial back-up, they have now changed their tune (with qualifications). It looks as if everybody is agreed that the age-group must be suitably provided for, though no one can calculate the cost. Currently the battleground has shifted to automatic recruitment - that is giving people who live in one locality the automatic right to attend a college in another - and the problem of qualifying a duty to provide adult education beyond 19.

This is all tricky territory requiring endless technical negotiating, and the central question remaining is when it will finally end in legisla-

### A muzzle on the Bulldog

It is (and always should be) a serious concern when a newspaper gets put behind bars. This is not just an obsession of those in the trade. The danger of suppression are nearly always greater than those of toleration when it comes to the printed or the spoken word.

There are (and always have been) exceptions to the rule in the modern context. It would be to be achieved by setting one group of agitators against another by inciting race hatred, or by preaching bloody revolution. In the present uneasy state of race relations and the national tension it is important for the community to condemn the publication of inflammatory material which is calculated to stir up trouble between ethnic groups.

This is what has now happened in the case of the "evil and dangerous" rubbish which appeared in the Young National Front magazine, *Bulldog*. The sentence of six months' imprisonment for the editor should be seen as a public warning to all extremist groups which try to exploit the racial prejudices of some young and impressionable citizens. Teachers and youth workers long been incensed by *Bulldog* and its attempts to whip up feeling among youngsters against blacks.

This week's Old Bailey trial will determine the hand of heads and of all teachers who are determined to keep vicious racial propaganda out of the schools.

### No comment

"We are not doing enough of science because I don't like it," she said. "We have always aimed to have a good science department." "We have always aimed to have a good science department." Interview in the *Southern News*, December 1981, with the head of St Martin's girls' school.

## Hopes rise of breaking 4 per cent barrier Teachers pay talks postponed

by Richard Garner

Teachers' leaders are more optimistic of breaking through the Government's four per cent pay barrier after a sudden postponement of their pay talks - due to have begun next Tuesday.

A meeting of the Burnham committee, which negotiates teachers' pay, has been called off to allow the local authorities to settle the pay claim of their manual workers first. They are due to meet manual workers' union representatives on January 25 when the unions are expected to give a grudging acceptance to a pay offer averaging 6.9 per cent.

It was agreed at last year's TUC conference that all public sector unions would submit a common pay claim - and stand firm with each other if any group decided to take industrial action and reject an offer of less than "the going rate".

Teachers' leaders also cited last year's pay settlement when both groups ended up with the same pay settlement of 7.5 per cent. They stressed they would be unlikely to settle for less than the manual workers.

However, management officials doused the teachers' optimism with a warning that teachers may be offered less than the manual workers - in percentage terms even if not in the amount of cash paid.

Both sides will now meet on February 16 - which means that the college lecturers are unlikely to receive a reply from the local authorities when they table their 12 per cent pay demand on January 27.

The teachers lodged their claim, also for an increase in line with inflation currently at just under 12 per cent, last month. The local authorities have not yet responded to it, but have pointed out in public that the Government has only advanced them 4 per cent for pay increases this year.

If teachers were given a 6.9 per cent pay deal, those on the lowest salary of £4,653 would receive an extra £321 a year to bring their pay to £4,974. Those on the average (the top of scale two) would receive an extra £566 a year bringing their salary to £8,772 and the highest paid head teachers would receive an extra £1,354 a year bringing their pay to £20,971.

Row looms over pool cash cuts

by John O'Leary

A sharp division in treatment between polytechnics and the colleges and institutes of higher education is set to fuel a serious row over the distribution of next year's Advanced Further Education Pool.

The details of the pool allocation were being given to local authorities by telephone this week after lengthy delays in calculations by the Department of Education and Science. Regulations had been waived to allow the exercise to spill over into the New Year.

While polytechnics will lose 5 per cent of their pool income over three years, the colleges will suffer a 9 per cent cut. Some will be cut by 15 per cent or more but only two polytechnics will lose as much as 10 per cent.

Worst affected are Bradford and Reading local authorities, which are cut by 16.1 and 15 per cent respectively. Liverpool also loses 16.1 per cent of the income allotted to colleges, although more generous treatment for the city's polytechnic leaves the local authority room for manoeuvre. The polytechnic is expected to be cut by only 2.1 per cent.

The contrasting allocations are a result of the funding formula agreed by the Stephen Jones Group at the DES last year. The two sets of institutions are assessed on a different basis, although authorities are free to allocate money as they choose where both types are under their control.

Mr Neil Merritt, chairman of the Standing Conference of Directors of Further Education, said that the funding will be among the victims of the new system, refused to sign the report which recommended the new funding arrangements. He said this week that the figures would bear out the predictions of unfair treatment for the colleges he had made at the time.

"I very much regret this," he said. "All the major institutions should have been treated on the same basis. It is absolutely ridiculous that institutions with higher unit costs should be treated with a lower cut."

Mr Merritt said that the local authorities are really fighting to control higher education in order to maximise opportunities when they are party to a method of distribution which is grossly unfair to a considerable number of students. "I would have thought that some colleges will find it simply impossible to achieve the aims in the timetable we are working to."

Polytechnic directors meet today to discuss a threat not to cooperate with the interim national body unless institutions are given a greater voice.

They are also anxious that the choice of a chief officer to head the body's secretariat should not be limited to a narrow circle of local authority officials. (THESE)



### Call to boycott 1983 conference

Teachers will be urged to boycott next year's NUT annual conference - which is to be held in Jersey in the Channel Islands for the first time in the union's history.

A motion has been tabled to this year's annual conference by the St Albans branch of the NUT urging all local divisions and associations to have nothing to do with the 1983 conference.

It adds: "At a time when teachers are condemning expenditure cuts and defending their own jobs, it will do public relations no good for 2,000 of us to be seen to be flying off to a holiday island for our union conference."

## No ILEA response yet to Labour's plea for economy

by Sarah Bayliss

Urgent pleas for economy from Labour leaders of London boroughs seem to have fallen on deaf ears at the Inner London Education Authority.

As the TES went to press the ILEA's leadership looked certain to adopt a policy for "modest growth" in 1982-83, which would take the budget to just over £800m.

At a private policy meeting of Labour members last Friday, Mr Bryn Davies, ILEA's leader said he would recommend the maintenance of existing services plus modest growth costing in net terms an extra £6m next year.

This move comes in spite of a unanimous call for economies in the ILEA's budget from the Labour leaders of eight London boroughs, including Mr Ted Knight, leader of Lambeth Borough Council.

At a meeting last week the leaders who all face borough elections in May and who fear the impact of high

rate rises on their electorates, urged Mr Bryn Davies to make savings. "We all feel very strongly that this year in particular it is up to the ILEA to find whatever savings it can to reduce the burden on rates," said Mr Roy Shaw, leader of Camden Borough Council.

Mr Shaw said that the boroughs which provide total funding for the authority, were not asking for savage cuts but "a reasonable attempt to make the kind of savings and economies which we are already making in all our local services."

Conservative leaders also joined the lobby last week and were even more critical. Mr David Cobbold, Conservative leader of Westminster Council, said he believed the ILEA should rank with other services for finance.

On Wednesday night this week the ILEA's Labour group was expected to discuss four policy options drawn up by officers.

### Hoaxes keep pupils home

These children got to school this week but as snow-blocked roads, floods and weather-damage have closed schools throughout the country and hundreds stayed home, and an education director has warned teachers and parents that they have a duty to make every effort to get to school.

Devon's education director, Mr Joslyn Owen, said that when local radio "hot-lines" passed on messages from head teachers about school closures, some people who heard that one school was closed had assumed that neighbouring schools were also shut.

Sixty of Devon's 530 schools were closed on Monday, but by Tuesday only 22 remained shut. Local radio caused problems in Hampshire because hoax calls had led pupils to believe their schools were closed.

### Boards seek more time

The CSE and GCE boards have asked the Government for extra time to draw up detailed proposals for new 16-plus exams.

The Department of Education was expecting to receive next summer the board's proposals for the detailed ground rules or criteria which will apply to all exams and in each subject.

But the first four sets of criteria and the haste in which they are being drawn up have met with a great deal of criticism from teachers.

Now the joint council of GCE and CSE boards has agreed to ask the government to extend the deadline until next December to give more time to digest the criticisms of subject proposals.

### CEO gets final warning

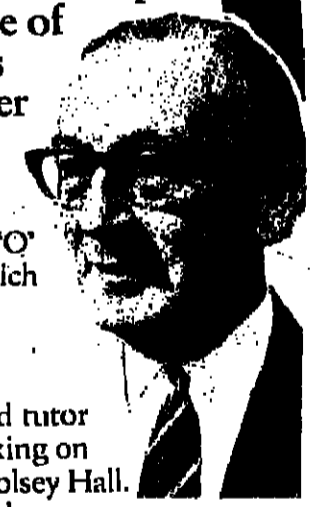
Liverpool's chief education officer, has been brought back to office with a final written warning, after being suspended for 10 months.

Mr Kenneth Antcliffe was suspended after a century show his department organized made a loss of £278,000.

Troubled Liverpool last year not only had no chief education officer, but suffered a six-month typists' strike which crippled school administration, held up school supplies and left teacher vacancies unadvertised.

Normal council committees came to a standstill and decisions were taken by a special emergency committee.

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# Platform

## Changes in perspective

Maurice Kogan (right) reviews a book which puts forward a provocative view of development in educational policy



With Brian Salter and Ted Tapper's book, the study of the politics of education in Britain begins to grow up. Some of its summative and critical chapters will become essential reading for all students of the subject. Even those who remain sceptical about converting familiar events into theoretical fodder should welcome this advance in thinking about the political nature of change in education.

Some will not relish the tough-minded critique of radical interpretations of history which are now riding so high. Marxists, who have so long strutted through courses and texts with their blinkered view of education as the ideological handmaiden of capitalism, will dislike Salter and Tapper's examination of their evidence and interpretation of events.

They do two things: offering a theory of political change, and seeking to explain what they regard as the growing bureaucratic domination of educational policy. They are more successful in their first task, particularly when they critically collate the existing range of theories and explanations.

But they can find no unifying perspective through which to view educational change. Educational sociologists have operated in watertight compartments, and their analytic status has been marred by the wish to analyse rather than understand change. They have concentrated too much on the relationship between social stratification and education.

More recently the new sociology has explored the experience of learning within the school and through the sociology of knowledge. Sociology, the authors claim, has failed to examine how educational policies

Education, Politics and the State - the theory and practice of educational change. Brian Salter and Ted Tapper. Grant MacIntyre £14.95 and £5.95.

make their way through complex institutions. Salter and Tapper thus seek to go beyond existing explanations of institutions and bureaucrats. If not wholly mind-grIPPING their theory dismantles, in a helpful way, the view of education as a deterministic world inhabited by zombies, and moves on to well-grounded commonsensical conclusions.

Social and economic pressures cause change. A change does not emerge automatically from these forces pressing on resistant structures. There are positive counter pressures, and counter ideologies which go with them, which have their autonomous needs and are essentially bureaucratic. Such pressures arise from the need of society to organize complex systems of social relationships.

Educational bureaucracies perform particularly complex tasks because they both service the education system itself and the credentialling needs of society as a whole. Education organizes knowledge into status hierarchies, controls access to know-

**The collapse of educational consensus will not benefit bureaucrats but politicians representing hard faced rate-payers and the scientific and engineering elite.**

ledge resources, and persuades people, through ideology, that these allocations are legitimate.

But Salter and Tapper do not share the Marxist view that education simply legitimizes the existing capitalist society although it certainly substantiates and helps create social inequality. There is no simple corres-

pondence between schooling and the needs of capitalism, nor does the education system mechanically perpetuate class relationships by transmitting established cultural patterns. On the contrary institutions may play a critical role in struggles for social change. The authors thus restore free will to bureaucrats, teachers and ordinary people.

The authors do propose a political model describing how educational institutions may control, legitimate and perhaps change society. Change is negotiated through conflicts between and within bureaucratic, economic and social demands. In an increasingly-complex society, group interests and the ideologies supporting them are expressed chiefly through highly bureaucratized institutions which establish their own logic of development. But nothing is automatic. Changes occur, sometimes accidentally, when the right configuration of feelings, ideologies and power coincide.

These chapters contain excellent reviews of existing statements from British social scientists, and a serious attempt to offer a political science model of change. The empirical chapters, however, leave more room for disagreement. They assert that "at present, a new and more powerful interest is pushing its claim - the educational bureaucrats. Officials, both central and local, complain that their ability to act has been downgraded. Labour governments wanted more state action and weaker officials at the same time."

On the face of it, there is a lot of evidence that the DES is attempting to control the educational system. The creation of the Departmental Planning Organization, the Assessment of Performance Unit, the work on the core curriculum, the destruction of university self-determination, the way in which the Department of the Environment keep local authorities hopping from one foot to

another, all seem to point that way. But this account first raises an analytical problem. What constitutes a bureaucratic ideology? Is it a particular ideology that bureaucrats presently espouse or is it a justification of policies which derive from a view of life intrinsic to bureaucracies?

The authors agree the second. In responding to economic and social pressures, the DES arrange the agenda, advise on financial implications and change the state apparatus. But such activities are the normal devices available to central governments. To call them "bureaucratic" tells us no more than that central officials are using central powers

**Their theory dismantles, in a helpful way, the view of education as a deterministic world inhabited by zombies**

more vigorously. Of themselves, they do not necessarily disclose an ideological intent.

So the second problem is empirical - identifying the bureaucrats who are espousing an ideology which is supposed to be central and local. Officials, both central and local, complain that their ability to act has been downgraded. Labour governments wanted more state action and weaker officials at the same time.

Directors of education, as Tony Bush said I have found out in preparing our forthcoming *Directors of Education*, feel that their authority has been eroded by more vigorous political control and by corporate management. We can only guess at Sir Keith Joseph's relationship with his officials but policies now emerging from Elizabeth House hardly come from a "bureaucratic" dynamic.

This is not, of course, to say the centre is free of ideology. Bureaucracies, however, are monolithic but tribal or individual. DES views are not all of a piece. Officials have openly said that the national voice on the curriculum should be stronger. At the same time they, and they still avow that the best education develops from free schools and teachers. It is one thing to say the department produces ideology. It is another to say that they mutually consistent or that they share the common lust for power at the centre.

So Salter and Tapper thus say the kind of generalization that they have well criticized in others. For example, their critique of M. F. Young's extravaganza about centralizing propensities of the Schools Council. Or their onomastic case study on the public schools combine a tradition espousal of expressive values with scooping the board on academic performance.

The collapse of educational consensus will not benefit bureaucrats but politicians representing hard faced rate-payers, and the scientific and engineering elite with a lust to kill off what they consider slow rate or softly humanistic. Nor can we be sure that the institutionalists will so easily yield to demands. Central power always increases in times of rapid growth or contraction. The book takes more account of the dynamics of change than of the static institutional power which reassert itself when steady state emerges.

This book teaches and provokes even when it mistakes some unpleasant symptoms for a deeply entrenched disease.

Maurice Kogan is professor of government and social administration, Brunel University.

## Universities call summit meeting following concern about first-year students

## Scots move to plug science students' knowledge gap

by Neil Munro

Universities in Scotland want to meet science teachers and advisers in order to eliminate important gaps which have been found in the knowledge of first year students. The Scottish Education Department and Scottish examination board will also be involved in the talks.

In tests administered to about 8,000 first-year students of mathematics, physics and chemistry in 1976, 1977 and 1978, aimed at discovering the extent of their basic knowledge of their subjects, the Scottish Universities Council on Entrance (SUCE) found many deficiencies.

Professor Gavin MacDonald of Dundee University, SUCE convener, said on Tuesday that they did not want to get involved in a controversy about whether school standards had fallen, although these were the fears that had prompted the testing. He was prepared, however, to say that the teaching of trigonometry left a lot to be desired. "There was an enormous decline in standards," he said.

A "more marked decline" was revealed by similar tests which were administered to first-year French and German students and further tests will be held this year and the results published in 1983, he added.

Mr Kenneth Dron, immediate past president of the Headteachers Association of Scotland, said in response to the findings "I do not think the universities are attacking us. If there is a gap between Higher level in schools and the universities, starting point, then this spotlighting is welcome. It is high time we got round the table and did something about it."

He thought many pupils would inevitably have forgotten much of their

Higher Leaving Certificate syllabus, which was the subject of the tests, by the time they had reached university. Mr Dron added that "schools do not exist simply to supply students for the universities. Less than ten per cent of pupils go on to university and we have to deal with a broad level of education and cater for all types of pupil."

The average scored in the 1980 tests by physics students with Higher passes at A, B and C level was 55 per cent. In chemistry it was 54 per cent, and 60 per cent in mathematics.

The tests also provided further confirmation that pupils from south of the border do consistently better in their first year at university than their Scottish counterparts. The comparable scores in 1980 by those with GCE advanced passes were 68 per cent in physics, 63 per cent in mathematics.

SUCE is at pains to avoid controversy there too. Professor MacDonald said Scottish students generally manage to catch up by the end of their first year and he agreed with Mr Bert Milligan, of the physics department at Heriot-Watt University, that "by second year you cannot tell the difference between English and Scottish students."

Suggested reasons offered by SUCE for ineffective science teaching were that there was no longer any "hammering in" of knowledge and less "working away at examples" apart from the Credit courses.

Suggested remedies were a "less cramped" Higher timetable, extra coaching in deficiencies by the universities, and smaller tutorial classes for first-year students.

## Public schools dismiss 'Oxbridge only' claim

by Biddy Passmore

Leading public schools reacted with astonishment this week to the suggestion that they would recommend only Oxford and Cambridge to their pupils.

"The days when you could afford to go to Oxbridge and Cambridge only are long since dead," Mr John Powell, careers master of Marlborough College, said. "Now the pupils recognize that you go to different universities for different jobs."

At the North of England Conference in Leeds last week, Dr Richard Burgess, warden of Goldsmiths' College, London, said the traditional link between the public schools and Oxbridge strengthened class barriers. "As an example of the appalling class consciousness that still exists in the case of a boy at Marlborough school, did not know of Cambridge other than Oxford and Cambridge."

When the boy's angry father wrote to complain the school told him: "I thought you would read English at Marlborough, London."

Mr Powell said by the TES this week it revealed a bias towards Oxbridge, rather than towards primary teachers to meet the demands of an increased primary population.

Cambridge because increasing competition, both from state schools and women, means they are most unlikely to get in.

At Westminster, one of the country's most academically successful schools, about three quarters of the leavers go on to university. Of those, about two thirds - 45 boys and girls - succeeded in getting in to Oxford and Cambridge.

Others tend to opt for Bristol, Exeter and Durham, names which were dropped again and again, with Southampton also a popular choice. "The main pressure to university comes from the parents", Dr Claude Evans, the Westminster careers master, said. "When they fail, there is a radical rethink." Last year, four of Westminster's sixth formers went on to a polytechnic.

St Paul's Girls' School, which sends 90-95 per cent of its leavers to university, says that about a quarter get into Oxbridge. "Otherwise the South-east tilt means that most others go to London, Exeter and Bristol, although Manchester has a strong pull," Miss Janet Gough, the Senior Tutor explained.

But Mr Powell said Marlborough had former pupils at every university in the country, including Ulster, and the percentage opting for higher education colleges and polytechnics - currently 5 per cent - was going to rise.

## Left set to contest NATFHE, post

Left-wing candidates are mounting a strong challenge in the election for the vice presidency of the National Association of Teachers in Further and High Education. Of the four nominations for the post, two candidates are from the broad left, one is from the extreme left, and one is a moderate.

Ms Audrey Farrell, who teaches at the Park Lane College of Further Education, Leeds, is this year's

Rank and File candidate, Ms Sandy Grant, from South Thames College, Putney, and Mr Ray Grace, from Newcastle Polytechnic, both members of the union's executive, are the broad left candidates, Mr Ceall Robinson, from the South Kent College of Technology, who ran unsuccessfully for office last year, is the moderates' candidate.

The postal ballot closes on February 27. Whoever is elected will become president in 1983.

## Allegations rejected

Sir James Hamilton, Permanent Secretary at the DES, has rejected allegations that the decision to close the Centre for Educational Disadvantage was made by "super-privileged" politicians and administrators with no concern for the deprived.

In a letter to Mr Max Morris, acting director of the centre, Sir James dismisses Mr Morris's remarks as unjustified. However, he accepts Mr Morris's recommendation that the centre's library should be handed over to the London University Institute of Education.

The letter brought a furious response from Mr Morris this week. "With typical mandarin arrogance, Sir James Hamilton cavalierly dismisses all the known facts on the closure of the centre - a secret, arbitrary decision for which no financial or educational justification has ever

## Brent school runs health survey to combat rickets

been given to the public," he said. A Brent high school with a high proportion of Asian pupils is to be the basis of an experiment in the prevention of rickets.

A random sample of 500 11 to 13-year-old pupils at Alperton High School, where approximately one in three pupils is Asian, will take part in the scheme.

Rickets is a children's disease associated with a deficiency of vitamin D, which causes softening of the bones. There tends to be a higher incidence of the condition among Asian children, many of whom are Hindu and therefore vegetarian. In addition, there is no Asian tradition of basking in direct sunlight - a source of the vital vitamin.

The study will look at the use of education jargon. The document was written by Mr Gerry Davis, multi-cultural advisor.

One section of it reads: "While the CLTs (cultural liaison teachers) have been extremely hard-working, the interpretation of their dynamic role, the role in everyday operations, may have been dysfunctional to the development of sound multi-cultural education."

The study is being conducted by Dr Bridget Edwards, principal physician (child health) for the Brent and Harrow Area Health Authority.

Teachers and governors in the London borough of Brent have returned to the borough's education department a document on multi-cultural teaching claiming they could not understand it as it was full of education jargon. The document was written by Mr Gerry Davis, multi-cultural advisor.

One section of it reads: "While the CLTs (cultural liaison teachers) have been extremely hard-working, the interpretation of their dynamic role, the role in everyday operations, may have been dysfunctional to the development of sound multi-cultural education."

## New cycling coaches qualification unveiled

by Bert Lodge

A new coaching qualification for teachers and youth leaders has been introduced by the English Schools Cycling Association and two of the sport's governing bodies, the British Cycling Federation and the Road Time Trials Council.

The Cycling Teaching Certificate will be awarded after 20 hours instruction followed by a written and practical examination. The syllabus includes road safety, equipment and maintenance, touring and racing on grass and hard tracks.

Candidates will be expected to demonstrate their ability to coach a group of children and complete a standard ride of at least 15 miles. The first pilot course will be held at Eastway, the East London cycle track, over two weekends, 6-7 and 20-21 March.

It will be limited to 50 and application forms can be obtained from the ESCA national coach, Mr G. N. Greenfield, 157 Kingsclere Avenue, Weston, Southampton.

## Support for the village

Support for the fast-declining village school comes in new research by a Devon teacher.

As part of his research thesis for Bath University, Mr Robert Smith, who works at Fulford Assessment Centre in Buckfastleigh, has studied Devon schools over 20 years.

He concludes that, allowing for the effect of available houses and jobs, villages which keep their schools grow more than those which do not.

"Apart from possible educational advantages of smaller units, there are strong social and economic reasons for keeping village schools", Mr Smith said. "It is more economic to provide basic services like electricity and mail to an expanding than a contracting village."

## Literacy classes cut

Adult literacy teaching has been cut by between 20-30 per cent in some local education authority areas, according to a new report by the Adult Literacy Unit.

One large Welsh authority told the Unit it had set aside £9,500 for adult literacy evening classes which had to be cut to £5,500 half-way through the year.

Another said that a proposal to cut adult literacy and other parts of the service completely was only defeated after much lobbying but the budget was finally cut by 50 per cent to under £10,000 per year.

There was still a lot of disparity in provision during 1979-80, the Unit says, with some authorities giving priority to the work and managing to make a small increase in finance available.

Adult Literacy: 1979/80 by the Adult Literacy Unit. Published by HMSO. Price £4.25p.

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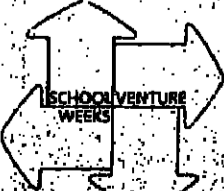
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## Call to expand in-service training as specialist shortage worsens in primaries and secondaries.

## One maths recruit a century

by Bert Lodge

A primary school will be lucky to recruit one mathematics-qualified teacher every 100 years on the present output of primary-trained maths specialists, a researcher on the Mathematics Teacher Education Project, claims.

Writing in the January issue of the *Journal of Education for Teaching*, Dr Derek Woodrow, head of maths at City of Manchester College of Higher Education, says that only a great expansion of in-service training can meet the shortage of maths teachers in primary and secondary schools.

He says that since the teaching of maths occupies between 12-20 per cent of a pupil's schooling, 10 per cent of those becoming teachers could be expected to be qualified in the subject.

He adds: "In fact, only about 400 of the BEd entry study maths (7 per cent) and 700 of the PGCE take it as a main subject (7 per cent). There is likely to be a continuing under-provision of mathematics specialists which will be increasingly covered by

utilizing teachers trained for other specialisms, most common only in the critical early years of secondary schools or with groups of slow learners."

Dr Woodrow quotes a DES survey carried out in 1979 which suggests that nationally there are about 25,000 full-time maths posts in secondary schools.

About 20 per cent leave within six years of starting to teach and many do not complete 40 years. He estimates 2,500 teachers of the subject are needed every year at secondary level to replace those leaving the service against an actual number of fewer than 1,100.

In primary schools the situation is very critical. "Many local education authorities have pursued a deliberate policy of persuading primary-trained maths specialists to take appointments at secondary level where the shortage is hardest to obscure."

"As the output of primary-trained maths specialists has already fallen to below 150 per year to service 23,000 primary schools, a primary school

will therefore be very fortunate to recruit one mathematically qualified teacher each century."

A Joint Mathematical Council estimate is that 90 hours contact time is needed to prepare students for general maths teaching in primary schools. But Mr Woodrow found the average primary PGCE course is 73 hours with one college having as few as 40.

"If a PGCE course 90 hours could be extended to 90-72 per cent of the total method time available. Given other needs (reading, language, human studies, creative arts) it is clearly not possible to contain mathematics courses of that length within PGCE primary courses."

Dr Woodrow concludes that improvement can only come from a greatly expanded in-service provision. "Even were the student output to be increased, unless there is a change in the sociocultural environment there can be no certainty that employment will be found for those students. It is more likely that resources will be directed towards re-training the existing workforce."

## Sir Keith recommends milk round to primaries

by Sarah Bayliss

Local education authorities and training institutions should join the "milk round" of universities - usually dominated by commerce and industry - to recruit talented graduates for primary teaching.

That is one suggestion from Sir Keith Joseph, Education Secretary, following his speech last week at the North of England Education Conference which touched on the certain need for more primary teachers by 1985.

In his speech Sir Keith had said that if firms continued at their present level and if current pupil teacher ratios were maintained there would certainly be more vacant posts in primary schools than at present.

Sixth formers should have their attention drawn to the upturn that would have taken place by the time they were ready to become teachers, rather than to the "depressed prospects" of today.

He was expecting local authorities and training institutions to recruit "keenly but selectively" for primary training courses. "It will not suffice in my view simply to make the opportunities known; we should seek out and encourage young people with an

aptitude for the work... Later at a press conference Sir Keith said: "There is a circus which tours universities looking for young people with talent and drive. Why shouldn't the i.e.s join in the search for primary teachers?"

Mr Edward Simpson, deputy secretary at the Department of Education, added that between teachers in secondary schools was an important link in any recruitment drive. "Potential primary teachers who commonly train on a four-year Bachelor of Education course needed to be sought out among talented sixth formers if they were to fill jobs in the mid-80s."

DES computer estimates show that a meagre number of primary vacancies in 1983 - 6,000 - will climb in the mid-80s to a demand for 8,000 a year rising to 10,500 by the early 1990s.

In November the TES reported a DES paper to the Government Advisory Committee on the Supply and Training of Teachers, which showed there would have to be a major shift in output from secondary to primary teachers to meet the demands of an increased primary population.



### Court battle ahead on activist case

by Sandra Hempel

The case of Mr Wayne Williams, the 28-year-old Welsh language teacher imprisoned for taking part in a conspiracy to damage broadcasting equipment, could raise what are described as "unprecedented constitutional issues" when it is both investigated by the Department of Education and tested in the High Court.

Mr Robert Bevan, director of education of Powys, the county which employs Mr Williams, said this week that the education authority will be in some difficulty if the Department of Education and the High Court come to different decisions about Mr Williams' future.

Mr Williams, a Welsh language activist, had been suspended from his job at Llandisioe High School after a group of parents got an interim injunction forcing this action on the council.

Mr Williams was originally sacked for breach of contract after serving his sentence on the recommendation of the school governors.

A campaign by his fellow teachers and his union, the National Association of Teachers of Wales, won his reinstatement and now Powys is preparing to fight the parents' action group in the High Court sometime next month.

Mr Williams is due on Monday to meet DES officials, who will report on what action if any the Department should take in view of Mr Williams, conviction. A decision will be made by Dr Rhodes Boyson, Under-Secretary for Education, or possibly by Sir Keith Joseph, Education Secretary.

If the minister does decide to penalise Mr Williams, he has a range of sanctions from which to choose, including a warning or, at worst, placing him on List 99, a blacklist, which would mean that local authorities were not allowed to employ him. A DES spokesman said there was at present no indication when Mr Williams would learn the result of the investigation.

"But what happens if the minister decides that we cannot employ Mr Williams and the High Court finds in his favour, or vice versa?" asked Mr Bevan. "It is a very strange situation."

Also on Monday Mr Dafydd Elis Thomas, Plaid Cymru MP, and two NATW representatives will meet Dr Boyson to argue Mr Williams' case. Dr Boyson has already met parents' representatives.

Mr Thomas and Mr Gareth Miles, NATW national organizer, have both expressed their concern that if Mr Williams loses his job a dangerous precedent will be set for teachers holding other strong political views, particularly left-wingers.

"We must distinguish between Mr Williams' career and his political activities," said Mr Thomas. "Firstly, he was convicted of conspiracy to damage, not of actually causing damage and, secondly, there is no question of his pushing aggressive nationalist policies in the classroom. There is a great danger that teachers who are trade unionists, socialists or marxists might in future be penalised for their views."

### L.e.a. plans appeal on VAT ruling

Walsall local education authority is considering an appeal against a local Customs and Excise ruling that value added tax must be charged on a large number of adult education classes. In one case, £8,000 of back tax is being charged.

VAT officials throughout Britain have been advised that educational courses should be considered exempt from the 15 per cent levy, but that recreational courses should not. However, judgments have varied widely throughout the country, and a Walsall spokesman said that little distinction appeared to have been made in that area between recreational and educational courses.

## Redundancy: crossing the threshold



Three of the Bromley four: Ranbir Singh, Derek Shelley-Pearce and Daphne Mallpress

The saga of the four teachers from Bromley who were made redundant from their posts at the beginning of the year is likely to become a test case for the profession at an industrial tribunal.

During the past few years, teachers have often been taken to the brink of compulsory redundancy - but local education authorities have shied away at the last minute, perhaps for fear of the stigma attached to being the first authority to go down that road.

Now it has happened - coincidentally when Sir Keith Joseph, the Education Secretary, has made a public call for teachers to be made redundant and coupled it with a plea to local education authorities to "weed out" inefficient teachers.

Bromley, however, has denied that there was any attempt to weed out incompetent teachers during the redundancy process. The authority said it had a grievance and disciplinary procedure which would be used for that purpose.

"I wasn't aware of the seriousness of the whole business when I first had knowledge of the redeployment... and I am afraid that did affect my health and probably affected my interview for redeployment jobs."

The education authority, instead, instructed headteachers that they had an obligation to interview teachers facing redundancy when a job fell vacant but they were free to appoint the teacher who possessed the necessary capabilities for the vacancy that had been created.

The fear among teachers' leaders (and, of course, those at the chalk-face themselves) is that now this threshold of compulsory redundancy has been crossed by one authority many others will seek to follow suit. But the sacking of the "Bromley four" almost passed by unnoticed. There has been no industrial action or even much sabre-rattling by the three unions involved in fighting on their behalf, the National Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers and the Assistant Masters' and Mistresses' Association.

The four are Mr Wolf Hickman, a religious education and mathematics teacher in a primary school, Miss Daphne Mallpress, a music teacher in a primary school, Mr Ranbir Singh, a mathematics teacher and Mr Derek Shelley-Pearce, a religious education teacher at a secondary school.

At least two of them have criticized the union for their lack of action - one, claiming that it would have been a different story if one of the four to go had been a union official.

Indeed, if the redundancies had happened in Lambeth, Southwark or any of the other Inner London boroughs, a stronger line would undoubtedly have been taken. The leafy suburb of Bromley, however, is not the kind of area that produces militancy or martyrdom.

### Richard Garner meets the Bromley four who were made redundant and looks at the implications of the move for the teaching profession

given three months to find themselves new jobs at schools in the authority. By the time the notice expired, 85 of them had been successful.

Of the four outstanding, one has now found employment as a teacher with a neighbouring authority and another is awaiting the result of an interview which could put him back in harness with Bromley. A third was going this week for an interview for an administrative post. The fourth is on the dole.

All are in their late forties or early fifties - a time of life when it is difficult to uproot and seek pastures new for employment. All claim they were taken unawares by the redundancy - they had never thought it would come to that with any of the original 89 teachers let alone happen to them.

Derek Shelley-Pearce, whose wife, Veronica, ironically, is still working as the headteacher of a primary school in Bromley, is the one who is seeking a return to Bromley to teach.

He is aged 47 and a teacher of religious education and would be entitled to a payment of £1,642 in redundancy pay having taught for nine years - the past seven of which were in Bromley. He is a member of the National Union of Teachers and was teaching at the Quermere annex of Ravenbourne school - a comprehensive.

"The job I had the interview for was an English language post and I am a religious education specialist," he said. "The situation is still unclear for me at the moment - I am hoping for a job or a better redundancy payment."

"I wouldn't think anybody would want to settle for that amount (£1,642) at present," he added. He went on to stress that the payment could well be looked upon as a precedent for the profession upon which future redundancy payments would be calculated.

Did he expect he would actually be made redundant when he received his notice? "That's a difficult question," he said. "I can't honestly say that I did. I tended to think - OK, that has been served but with jobs on offer and union activity it will be sorted out one way or another."

In other boroughs, there have been lots of redundancy suggestions. But the unions have proceeded to discuss them with the authorities and then compulsory redundancy notices have been squashed.

How did he feel now? "I'm anxious," he said. "My wife's got a good job but it will still be difficult if not impossible to live on just the one income with a mortgage. I want to get this situation sorted out as soon as possible."

prepared for "cleaning windows or doing gardens" if it came to that.

Wolf Hickman, aged 49, married with two children and living in Catford, is a member of the National Association of Schoolmasters/Union of Women Teachers. He maintains his life has been "shattered" by the redundancy and may now never go back to the classrooms.

He qualified as a teacher of religious education and also taught mathematics in his earlier years as a teacher. He has been working in Bromley for 16 years and would be entitled to more than £3,000 in redundancy pay. He was teaching at Malcolm primary school in Penge.

"It wasn't until June or July when I myself approached the new head of my school and was informed by him that we were two staff above the number we had allocated to us, that this started," he said. "There would have to be a cutback, he said."

"I then volunteered for redeployment and in the moles all the vacancies in the borough were thrown open to anyone. It was a free for all contest and I and three others were unsuccessful."

"Because I had agreed to voluntary redeployment, I was one of those chosen for redundancy and I son was supposed to go on a contract last month but he has had to postpone it because of my situation. We both couldn't be without jobs at the same time."

"This job I have got is purely temporary one but - since I've got it, I've said he can go."

"He was working but he was going to go for training in computers. He applied to do four months' training. Mr Singh added: "The job I have got is below my status. If it were one job and I was looking for another post but it is better than nothing. You can well imagine how you feel when an authority you have served loyally for seven years throws you out without reason or compensation. I felt lost, frustrated, and very bitter with them because I've they had not dealt fairly with me."

The fourth teacher is Miss Daphne Mallpress, a music teacher at the Hingham Girls' School until the end of last term. She is aged 52 and has been teaching the piano for 30 years - the last 16 of which have been in Bromley.

Miss Mallpress, who lives in the 'Mary Cray' said: "I am on the dole now. I was offered early retirement but without any enhancement."

"Quite suddenly last term I was invited before the board of governors. They voted unanimously that I was needed at the school and there's no music there."

How did he feel when he received his notice? "I wasn't aware of the seriousness of the whole business when I first had knowledge of the redeployment," he said, "I am afraid that did affect my health and probably affected my interview for redeployment jobs."

"I do now feel pretty shaken and think that I should have my heels in at the beginning."

Ranbir Singh, aged 50, was a two mathematics teacher at Craybourne school. He lives with his wife and a 23-year-old son. He Gravesend and started a teaching job with a school in Penge on Monday. He is one of two of the four teachers whose cases are being dealt with by the Assistant Masters' and Mistresses' Association.

"The first I heard of it was in October," he said. "I never expected it to actually come about because I had an agreement that the local education authority would do its best to re-employ all the people."

"I did have an interview in Bromley on my own initiative," he said. "When I got that letter I did my best to find a job anywhere in the country. When you're in a situation like that you have to."

"I've got my wife and son to look after," Mr Singh continued. "My son was supposed to go on a contract last month but he has had to postpone it because of my situation. We both couldn't be without jobs at the same time."

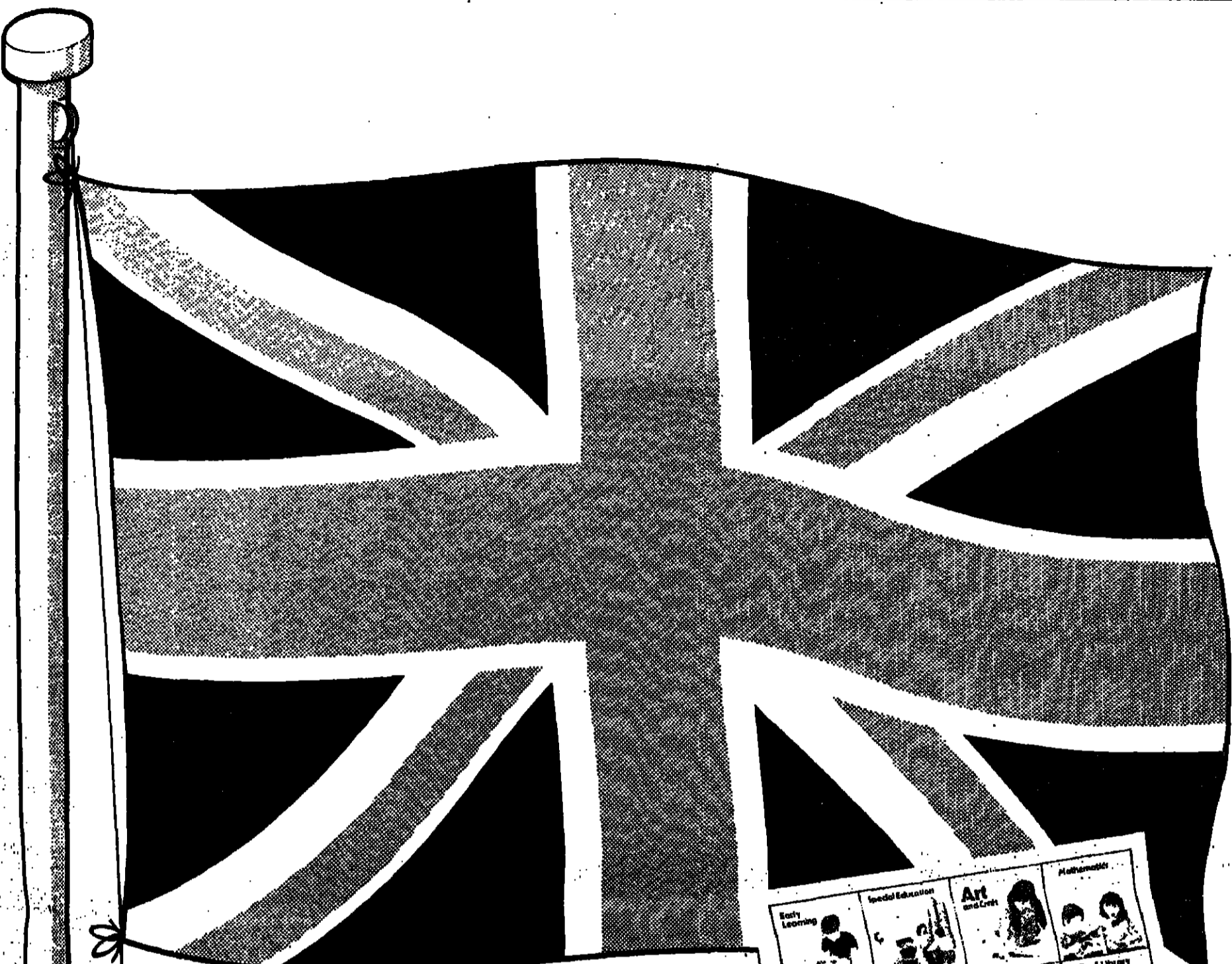
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Any day now angry parents could take a local authority to court for failing to offer a satisfactory choice of further education for their teenage children. Would-be mature students could contest the closure of adult education classes, or irate ratepayers could contest the right of their local authority to spend money on classes in, say, life skills, or feminist approaches to Jungian psychology.

As a report published last summer clearly indicates, the way in which most further education in this country is provided is outside the law. Authorities taking decisions to offer classes, close courses, or amalgamate institutions are, more often than not, operating beyond their powers.

The report, by a joint central and local government working party known as FELB (Further Education Legal Basis), looked at ways in which further education might be put on a sound legal footing, more suited to modern demands and provision.

Throughout the autumn responses to the report poured in. Now that the flow has reduced to a trickle, and detailed sifting can begin, it is already apparent that a main stumbling block is proving to be whether or not there should be free movement of further education students across local authority boundaries, with authorities automatically paying up for students taking courses out-

Hilary Wilce examines moves for more rational FE provision

# Jungian psychology and life skill classes on shaky ground

side their home areas. This "free trade" principle operates at both school and advanced course level, and the DES and metropolitan authorities favour the logical extension of this to further education. Such a move, it is argued, would eventually lead to a more rational provision of courses and a more efficient use of resources.

But some counties fear the effect such free trade might have on further education systems which have been developed on the basis of restricted access. Colleges on the borders of cities, they argue, could lose students to larger institutions and a bright metropolitan social life. And if provision in such colleges were reduced, the "knock on" effect could deplete opportunities over a much wider area.

While such effects would be un-likely to appear immediately, problems could quickly become acute when falling numbers began to lead to fierce competition for student

clients. Because of this, the Association of County Councils is cautiously urging the DES to investigate both the financial and educational implications of sweeping aside boundaries to student movement.

Even so, it seems likely that a compromise will be reached, possibly via a long and gentle phasing-in of a qualified free trade principle. The pressure to bring schools and further education closer into line, plus the wish to iron out an existing legal anomaly by which free trade exists in London, under the London Government Act, but nowhere else, are strong.

Other areas are proving less tricky. The local authorities have shifted ground to agree they should have a duty, and not just a power, to provide education for post-19s, even though the counties now want this qualified by the phrase "within the restraint of the resources available" and the metropolitan author-

ities suggest the duty should be to make "reasonable" provision. What such a qualified duty might mean is arguable, and it is also recognized that some watch on the levels of fees charged would be necessary to ensure that the duty did not degenerate into a *de facto* power. But the principle of a duty was underlined in the House of Commons, shortly before Christmas, when Mr William Shelton, Under-Secretary of State for Education and Science, stated clearly that responses to FELB on adult education indicated "general agreement that it should be a duty".

He was less clear about whether or not any new legislation would contain a definition of adult and continuing education, separate from that of further education - something the adult education lobby has been pressing hard for in order to have in black and white the responsibilities of the local authorities in this area. However opposite pressure has

come from the local authorities, on the whole feel that a wide all-embracing definition of further education would offer fewer legal and political pitfalls, and such an approach seems likely to prevail. Although, compromise is certainly possible, with adult and continuing education mentioned, as it was, passing.

In other areas under review - on the basis of the youth service, the notion of abolishing the need to provide further education schemes approved by the Secretary of State, provision for handicapped and overseas students - it appears to be a substantial movement, or at least enough to drafting proposed legislation a perfectly possible task.

The great unknown remains such legislation might be delayed if as yet he has any - are not knowledge. And although the government is committed to take in this area, it might justifiably consider the subject low in voter in the run-up to the next election. The one exception to this is the desire to strengthen the handicapped students to further adult education. Either this, an embarrassing court case, could speed up the whole laborious process of amending the law.

# Back to school order for rebels

Biddy Passmore looks at the Wiltshire 'choice of school' row

A group of rebel parents who have been keeping their children at home since the start of the autumn term, because they were refused the school of their choice, have finally been ordered by the local education authority to send them to school.

Wiltshire County Council has decided to stand firm and insist that the five children should go to Hardenhuish Comprehensive in Chippenham - the school to which the authority originally allocated them. But the parents have already told the council they will only send their children to nearby Sheldon, where they claim there are more than enough spare places.

The matter will now go to Sir Keith Joseph, the Education Secretary, who will decide whether meeting the parents' choice "would prejudice the provision of efficient education or the efficient use of resources". The parents are confident they will win.

If they do not, Mr John Pickering, spokesman for the group, claims the children will face "a hell of a problem" from the other pupils at Hardenhuish School, who feel slighted at the parents' refusal to send their children there. The five children are already getting "a bit of stick", and one recent confrontation ended in physical violence that had to be reported to the headmistress.

By the time a decision is reached, the children will have missed more than five months of school. Until Christmas, they attended private classes two days a week given by a primary school teacher in the depths of the country. She has moved to London and the children are getting no lessons at all.

The parents cannot understand the local authority's stubborn refusal to allow their children to be admitted to Sheldon School. At the start of last term, the school had five "spare" places in a first-year intake of 210 which the parents wanted. The local authority, however, wanted to keep them free in case children moved into the area. Now there are ten "spare" places.

"The Conservative Government says it supports parental choice. Their Conservative-controlled education authority must therefore support their parental choice. So why can't our children go to Sheldon - the school of our choice?" asks John Pickering.

The question is not as simple as that and nor is the local authority's answer. Catchment areas and falling rolls, the need to reduce surplus places and that old imponderable, a

school's reputation, all have their part to play.

Sheldon and Hardenhuish comprehensive schools stand cheek by jowl in a road on the outskirts of Chippenham and their catchment areas split the town and surrounding country parishes right down the middle.

Before comprehensive reorganization in 1975, Sheldon was the boys' secondary modern school. It has a good reputation and is popular with parents. Its only disadvantage is a large number of temporary buildings, which the Government has urged councils to take out of use.

Hardenhuish, created from the girls' secondary modern and the grammar school has had problems with staff morale and pupil discipline and suffered last year from a very public fuss over the headmaster's suspension and early retirement. But it is generously staffed and has good permanent accommodation.

Partly because of population movement and partly because of the workings of parental choice, Sheldon has for some time been the larger school. Also, the local education committee considered that the imbalance between the two had become so serious that the catchment areas had to be redrawn. It decided to reduce Sheldon's intake last autumn from 210 to 170.

As a result, the only children from outside Sheldon's catchment area who got places in the first year last autumn were those with brothers and sisters already at the school. That meant over 40 sets of disappointed parents. Most of them settled for Hardenhuish; one couple sent their child to a private school in Bath; and the other five are still waiting.

They suspect that behind the local authority's reluctance to give their children places at Sheldon is an unwillingness to admit publicly that all is not well at Hardenhuish.

"Hardenhuish teaching staff are used to taking the cream," says John Pickering. "Many of the teachers have never been able to adapt to taking a cross section. A very, very bright child does well at Hardenhuish, but if he's average, he'll sink to the lowest level because of lack of interest." The parents do not like mixed ability teaching, which is practised at Hardenhuish, he added.

Dr John Williams, the senior area education officer, denies that the reputation of Hardenhuish is at stake. The education authority is concerned about numbers, not about criticisms of the school, he says.

The main argument used by Wiltshire education authority, however,



Group session: the five get down to work

is that the protesting parents are not highest on the list of disappointed parents. To give in to them would be unfair to all the others - and would set a dangerous precedent.

"If places were now offered to those parents, the authority would in effect be saying: if you hold out long enough and make sufficient noise, the i.e.a. will give you a place regardless", Dr Williams says.

The county council has delayed issuing attendance orders because "we have wanted all along to have the matter resolved amicably and haven't wished to bring the heavy weight of the law down on them". He admits that if a decision were made in the parents' favour, it would be much easier if it were imposed by the DES.

This will be one of the last cases of parental choice to be settled before the appeals tribunals set up in last year's Education Act come into being - but after the act apparently strengthened parents' legal rights. All are anxious to know whether the Education Secretary will decide in the parents' or the local authority's favour.

Either way, as Mr Richard Neeldham, Chippenham MP, pointed out this week, "the way the question of choice is going to be settled is going to be much more difficult and complicated than anybody realized. I hope in future that the political rhetoric will match what can be achieved and that people's expectations aren't falsely raised beyond what is likely to happen."

# Union launches hepatitis inquiry

Concern over increasing outbreaks of the blood disease, hepatitis, in schools has prompted a teachers' union to mount an investigation into its apparent growth.

The National Union of Teachers announced this week that it was preparing guidelines for its 235,000 members showing them the precautions they could take to prevent the disease from breaking out.

In a move, announced by the union's general secretary, Mr Fred Jarvis, who said he was "concerned that more and more cases of hepatitis seem to be arising", followed news that medical research had shown that half of the children at a Birmingham primary school had traces of the disease.

Area health officials moved swiftly to reassure people that the results had been recorded through using new scientific equipment which had detected the disease in a benign form - and that only one of the school's 150 pupils had in fact needed to go to hospital.

They said that strands of the disease were prevalent in many children but that they usually built up their own antibodies to cope with it. The new technique had detected the milder form of hepatitis, hepatitis A. They refused to name the school.

but did point out that schools should not neglect basic hygiene like providing hand-washing facilities close to toilets. The school in the recent project had an outside toilet.

Mr Gordon Green, the NUT executive member for the West Midlands, and a Birmingham headmaster, claimed it was "unjustified to see a man" to expect children to use outside toilets in this day and age.

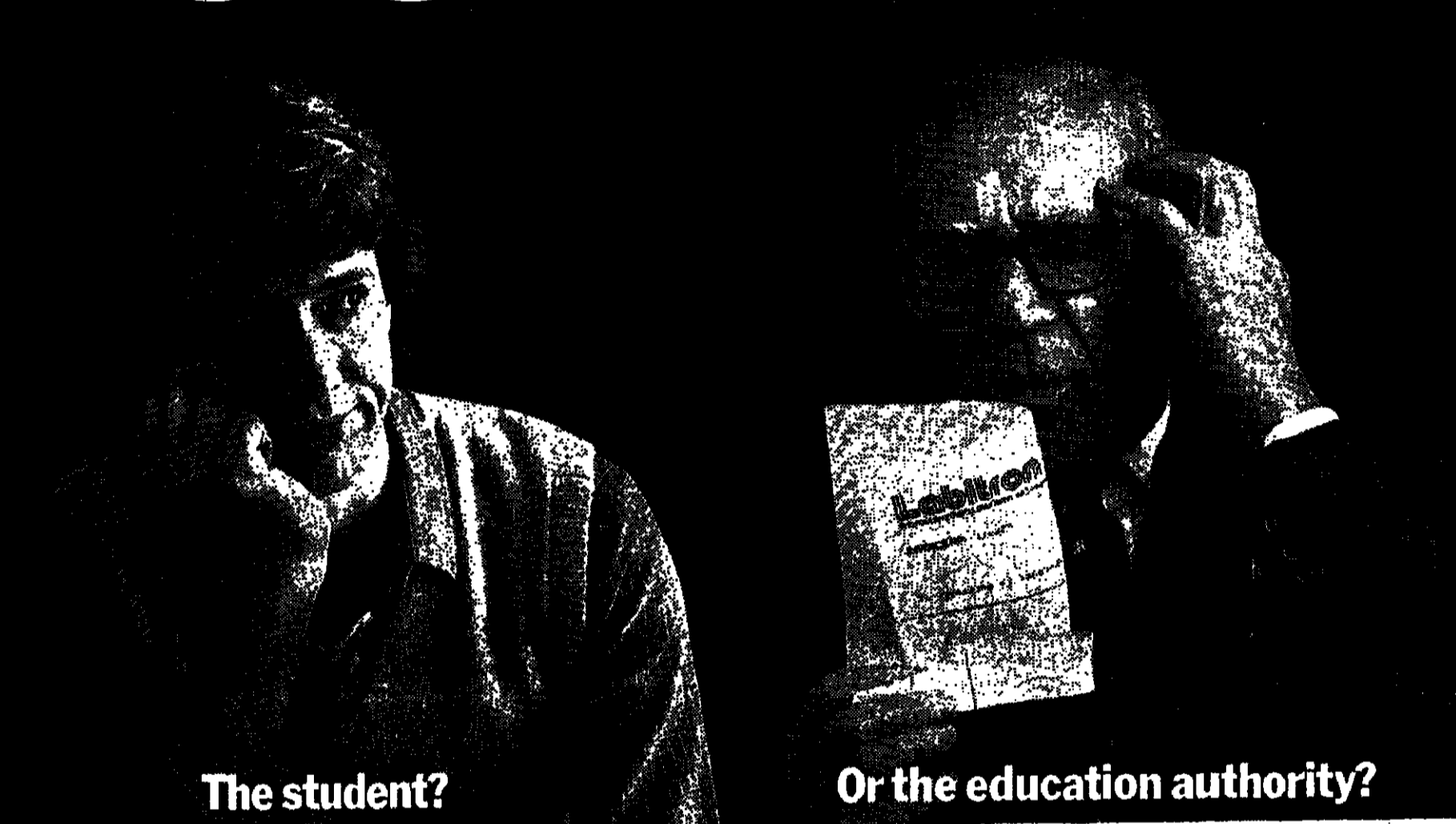
He added: "How many of your readers would like to have to go outside to toilet in the present weather?"

"I am not suggesting the Birmingham schools be closed down but that pointing out the illogicality of its being government's pursuit of its dogma and its attitude towards the cuts and falling rolls."

"It is like people complaining about the need for a petticoat crawling but nothing getting done by the local authority until somebody gets killed."

Teachers' unions when they complain it's not so much the local authority I'm getting at, but central government."

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# Closures may add to truancy

by Richard Garner

The number of children staying away from school is likely to increase if reorganization plans include school closures, a local education authority has been warned.

The warning comes in a response by the East Sussex division of the National Union of Teachers to a discussion document prepared by the county council on the implications of falling school rolls in the Brighton, Hove and Portside area.

Options listed in the document include reducing the present number of middle schools, a return to an 11-plus transfer system to secondary schools and accepting the present 12-plus system but reducing surplus places by removing temporary accommodation and closing schools.

The NUT says that Brighton's urban deprivation is as severe as that of many traditional industrial areas and one way to improve conditions would be to reduce class sizes.

It adds that county councillors should consider whether parents will be able to afford any extra bus fares for their children to travel to school if some schools are closed. It concludes: "There is a real danger that some children would not attend school on certain days of the week because the parents could not afford the fares."

# Handicapped needs survey

Further education college lecturers throughout the country are to be asked how well equipped they are to teach handicapped students and what further training they think would be useful.

The survey, by the National Bureau for Handicapped Students, will look at how useful lecturers have found their special education qualifications. It will also examine the needs of lecturers with teacher training but no special education qualification, and of lecturers who have no teacher training.

The British and Foreign School Society is providing £7,000 for the survey. Results are expected within a year.

# Student solidarity

A special Student Solidarity Fund to help dissent students in Poland has been set up by the NUS. Money raised by local colleges will go to Poland's independent student union, the NZS, which was banned last week by the military régime, (page 18).



The Cox family - home learning in Suffolk

"It shall be the duty of the parent of every child of compulsory school age," says section 36 of the 1944 Education Act "to cause him to receive efficient, full-time education suitable to his age, ability and aptitude, either by regular attendance at school or otherwise."

After the stern tone set by the opening words the little "or" could almost slip by unnoticed. Yet it confers upon parents enormous rights over the education of their children which are still largely unknown. They are, however, beginning to be understood and claimed by a growing number of parents who want to teach their children in their own way outside the school system and who are, in some extreme cases, prepared to face a legal battle with their local education authority in order to do so.

Education Otherwise is an organization formed by a small group of such parents in 1977. It began as a splinter group of a movement called The Alternative Society and has grown from a membership of 10 to 650 and is increasing steadily. Not all of its members are educating their children themselves: some are just supporters of the general concept. Equally, however, EO claims there are many parents outside its organization who are following their own principles of education rather than schooling.

More than 1,000 parents are teaching their children at home, EO claims.

The EO aim is both to offer an immediate information and support to bring about greater freedom of choice within the overall education provision.

Members fall into two main groups, according to EO's inquiry secretary, Ms Dianne Cox. They are those who are committed to EO principles before their children reach school age and those whose children attend school but become so unhappy, often around puberty, that they are taken away. The former tend to

# Home sweet home work

be middle-class, live in the country and pursue what is loosely termed an "alternative" lifestyle. The latter are often working class and living in inner cities although for some reason there are few EO members in London. This second group tends to have the tougher time with local authorities because it is less articulate, Dianne Cox says.

"With a few notable exceptions, however, I.e.a.s tend to be surprisingly sympathetic to EO parents, although they often assume at the beginning that the parents are employing professional tutors and working to set time-tables. In fact, even if parents start out with time-tables and strict syllabuses they usually reject them later in favour of a more flexible form of study. "You suddenly realize just how much time there is and what different forms learning can take," said Ms Cox who is teaching her three children aged nine, seven and four at her Suffolk cottage.

"I couldn't see any point in sending them to school," she says. "They are always arguing and fighting in school." Although her husband, Bruce, had taught in state schools in Leicestershire before they moved to Suffolk, the Coxes do not believe in giving their children structured lessons at home. "Children are born curious creatures," Ms Cox says. "They want to know about the world." Children learn to speak and understand English without formal lessons, Ms Cox says, and it works in the same way with other subjects. She simply waits for her children to ask questions.

She adds that a primary adviser in another county even told her she could not understand how parents

# Two words in the 1944 Education Act give parents a say about where pupils are taught. Sandra Hempel looks at an alternative to the education system now being practised by more and more families

could send their children to school at the age of five, as schools were often like little prisons.

EO believes in cooperation as far as possible with local authorities and tells its members to approach I.e.a.s staff on the assumption that they are prepared to be helpful. It recognizes, however, that not all are. "However much you offer cooperation and however far you are willing to compromise, you must be prepared for the possibility that you will end up in a state of confrontation. Don't allow yourself to be pulled into relaxing your vigilance by the bland reassurance of an education adviser. There may be trouble ahead and you must be ready for it if it happens."

Less than half practising EO members are asked by I.e.a.s to provide a timetable or curriculum but EO says that for those parents who are not in principle opposed to submitting such documents, a broad statement of aims will usually do. "No one can say what a child will achieve, but only what they hope or intend the child to achieve. While schools, for instance, aim to provide children with a certain knowledge or qualifications, only a small percentage of children actually achieve the higher aims."

An example of the sort of curriculum that might be accepted is given as: language skills - reading, writing and an ability to articulate and sensitive communication with others; mathematical skills - an understanding of basic concepts, terms and notation; an understanding of the history and science of the world including the development, properties and uses of the world's resources; experience of artistic, musical and

physical activities. Education Otherwise claims I.e.a.s tend to make demands assumptions that have no backing law. For example, there is no requirement to cover the same syllabus as the equivalent education being offered in school or to any hypothetical standard set by the authority. The intention does not have to take up the same amount of time as that given school, take place in a classroom take the form of a lesson. Nor, EO, does the teacher have to be qualified.

The wording of Section 36 and the absence of any legal definition of words: "education", "full-time" and "suitable" are wide open to argument and interpretation.

"At the beginning some parents tended to back down under authority pressure," Ms Cox says. "Now this happens less frequently and we have found that in those where parents have passed an attendance order on to their side to fight it has been the local authority that has backed down."

EO says that often prosecution has been threatened only to be withdrawn when the I.e.a.s realized the parents were genuinely concerned with their children's welfare. "Parents tend to be prosecuted only when it is considered that they have made little effort to provide an alternative education to that of the school and perhaps where the child working in the family is opposed to the examination system. Ms Cox says they often acknowledge a need for qualifications and quote a case of a boy who was taken away from school at 13 because he was very unhappy and has just passed seven GCE O levels all at grade A.

Now in its fifth year, EO is being forward to its first proper conference to be held at Birmingham University on April 17. John Hall, author of *How children fail* and founder of EO's American counterpart, Growing Without School, is preparing a paper. "It is true," runs EO's booklet "that over a period of years Education can feel like a slog at times and may well involve extra expense, the loss of earnings and the disruption of neighbours and relatives. On the other hand many families taking the step have experienced the joy of seeing a child who was unhappy unproductive at school blossom into new happiness and confidence."

# Richard Garner looks at the main issues set for debate at the NUT conference at Scarborough next Easter

# Meet sackings with lightning strikes

Teachers should strike immediately unless a compulsory redundancy notice is served on a colleague, the union's annual conference will be told. A move to commit the union to taking strike action over compulsory redundancies and giving the NUT's executive powers to compel members to take part is being supported by five of the branches - Birmingham, Westminster, Solihull, Weston-super-Mare and Haringey.

The motion also calls on the union to organize a strike levy among its membership fund - which pays benefit to members involved in industrial action.

Sir Keith Joseph, the Education Secretary, has publicly stated he expects about 2,000 teachers to be made redundant next year.

Several motions call on the union to reaffirm its opposition to fixed-term contracts for teachers now that local education authorities are making increasing use of them to avoid the prospect of declaring full-time teachers compulsorily redundant.

One motion, supported more than 12 branches, urges the conference to "note with grave concern the dismissal, by way of redundancy, of many union members whose fixed-term contracts - given for reasons other than to cover for an absent teacher or fill a vacancy pending appointment - have not been renewed".

On teacher employment, the union is to be urged "not to enter agreements on redeployment or early re-

# Science teachers call for attainment reports Drop 16-plus exam grades for below-average pupils

by Bob Doe

Pupils of below average attainment should not be given grades in the new 16-plus. Instead they should get more detailed reports of exactly what they can do, according to the Association for Science Education.

The association has issued a draft of its response to the new physics exams proposed by the exam boards for 1987 when CSE and O levels are due to merge.

It is very concerned about the effects of the grading scale - both the existing CSE scale and the seven-point scale proposed for the new common exam - on those who at present get a grade 3 CSE or below.

The ASE says: "We believe that assigning a single numerical grade to such candidates is valueless: it leaves the pupil with a sense of failure, employers uninterested and teachers frustrated. For such pupils it is necessary that positive attainment - possibly in terms of specific skills - be recognized.

"The common system proposals with the extended grade scale can only accentuate this problem. While

recognizing the difficulties of introducing any form of profile reporting across the board we think that this particular area merits special attention."

The association also makes a number of other criticisms about the proposals for the new physics exams and about inadequate consultation by the boards when drawing up the ground rules to apply to all new physics exams.

However, it emphasises that "as an association we fully support the principle of a common examining system." But its premature introduction must not inhibit good educational practice.

The ASE has taken strong exception to the core of physics knowledge, proposed by the exam board's physics working party.

It says such a core is tantamount to a national examination syllabus drawn up without reference to the demands of the modern science curriculum. It accuses the working party of going beyond its brief.

Science teachers, ASA maintains, also object to the detailed content of the core. Its length would preclude any discussion of modern relevant applications of physics.

The new physics courses proposed also ignored the economic and social implications of physics and the way the subject fitted into the general pattern of science.

At the ASE annual meeting last week, Miss Christine Edwards, a member of the ASE council and a teacher in Haringey, said the exam proposals were fundamentally wrong. They were based too much on content and knowledge.

Mr Bob Fairbrother of Chelsea College, said the proposals should be radically changed or dropped altogether.

In a brief report on the common course the GCE boards are proposing for A level physics, chemistry and biology, he criticised the speed at which things were being done.

"Everything is going at such breakneck speed. Nobody has time to think or do anything about it."

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# Announcements

**NATIONAL ASSOCIATION FOR THE TEACHING OF DRAMA**

4th Annual Working Conference

**THE DRAMA TEACHER AND CLASSROOM RESEARCH**

University of Nottingham

March 26-28th, 1982

The Conference aims to explore the problems of evaluation for those using Drama in Education as a medium for learning. With contributions from:

Dr. Chris Day, University of Nottingham;

Dorothy Heathcote, University of Newcastle on Tyne;

Prof. James Eggleston, University of Nottingham.

For further details and application forms send s.a.e. to: Peter Noel-Storr, 26, Canonbie Lea, Madeley, Telford, Shropshire.

# More gain engineering scholarships

More students were awarded National Engineering Scholarships last year than in any of the scheme's previous three years. The Department of Education said this week. Applications increased by 20 per cent and almost twice as many women were successful as in 1980.

Two hundred and thirty-eight students taking first degree engineering courses will receive £500 a year tax free in addition to mandatory student grants. In 1980, 263 students were awarded scholarships. The numbers for 1979 and 1978 were 159 and 62 respectively.

About 1,500 applications were received compared to less than 1,000 for 1980 and 625 students were interviewed by selection panels in London, Edinburgh and Manchester. Of the successful candidates 44 were women - more than in all the previous years. In 1980, 25 scholarships went to women with 13 in 1979 and only 4 in 1978.

The scholarships were established to encourage young people who have high academic ability, practical skills and management potential, to take up careers in industry.

Academic progress reports on new scholars in the first three years of the scheme suggest that more than 20 per cent of students are expected to gain a first class honours degree and a further 40 per cent to take upper second class degrees.

"Selection of the candidates was made by the Action Committee work-

Vertical text on the left margin: 10



# Biddy Passmore reports on the Oxford Conference in Education Kinnock's doubts on mixed ability

Mr Neil Kinnock, Labour spokesman on education, said last week that the only feasible way to get rid of incompetent teachers was through a professional teachers' council.

Speaking during a question and answer session at the Oxford Conference in Education held at St Catherine's College, he said teachers must be judged by their peers. The only system he could think of would be similar to the Bar Council for barristers or the British Medical Association for doctors.

"Anything else invites injustice, such as the prejudice of senior members of staff," he added.

Mr Kinnock doubted whether higher pay would entice more teachers into shortage subjects - although he said differentials already existed through current use of the points system.

In the case of maths and science teachers, industry would always be able to outbid the education service, he pointed out. The shortage of modern language teachers existed because an insufficient number was qualifying, not because of low salaries.

... while the shortage of craft teachers often arose from a lack of status.

He said he was "not terribly in favour" of mixed ability teaching, although it was better for some subjects. "We have to provide for teachers who aren't geniuses and who don't have model pupils", he said. The successful setting systems he had seen were the educational environment in which he himself would have liked to learn.

In his main speech to the conference, on "The Obligations of Educational Policy in the 1980s", Mr Kinnock called for a £3.5 bn injection of funds into the education service. An extra £1.4 bn would restore spending to 1979 levels, while £2 billion was needed to fund Labour's comprehensive education and training scheme for 16-to-19-year-olds.

Within the school system, the Labour spokesman urged that highest priority for cash and support be given to primary education. "Because they are in small units, local, cosy and lacking in trouble, primary

schools have been afforded the lowest possible status", he said. Yet much of the effort to improve secondary and post-school education could have been saved if the same effort had been dedicated to primary education.

He called for a minister at the DES or DHSS to take special responsibility for a unified approach for the under-fives. L.e.a.s with both education and social services should be required to establish single advisory teams.

Mr Kinnock repeated earlier calls for specific grants to local authorities for books and equipment. This would be opposed by people in local authorities who genuinely cherished and earnestly tried to maintain their responsibilities for capitation expenditure, he admitted.

"But the fact is that central government cuts in i.e.a. resources effectively usurp any meaningful local powers and, in addition, there will continue to be mean and laggardly i.e.a.s who abuse their powers of local discretion and never make any attempt to attain adequate levels of



Neil Kinnock... highest priority for primaries

## Secondary replacement

The present type of secondary school will have disappeared by the year 2,000, Mr John Sayer, headmaster of Banbury School and ex-president of the Secondary Heads Association, told the conference.

They should be replaced by federal community colleges for all post-primary education, he said. Powers to run them would pass from local education authorities to real local communities, in line with the principles of the Taylor report.

At the same time, more areas of education could be nationally determined. "I see no reason at all why teachers' salaries, for instance, which are nationally agreed 'and worked out, should not be nationally paid", he said.

"All they do at the moment is make people moan because they're part of local authority budgets."

Mr Sayer said there was now "a lack of faith in the idea of education for all salvaged from the Second World War". Those in the education service must therefore "pool their



John Sayer... powers to local communities

## Exam notes of discord

Local authority cuts were already causing a drop in entries for the Associated Board music exams, Mr John Manduell, principal of the Royal Northern College of Music, said.

In the spring and summer exam sessions last year, entries were about 2-3 per cent below the previous year's level. "To a large extent, this is because in some areas there is no teaching going on", he said.

However, there was a steadily increasing proportion of sixth formers studying music at tertiary level. The popularity of music appeared to have been recognized by the University Grants Committee, which had not threatened one out of the county's 33 university music departments in its allocation of the recent cuts.

Job prospects for British-trained musicians also remained encouraging. Of the graduates from his own college 95 per cent had succeeded in finding a job by the end of October after graduation, many in other European countries and Scandinavia.

## Channelling criticism

Children should be taught to criticize television in the same way that they are now taught to criticize literature, the conference was told.

Mrs Mary Warnock, senior research fellow at St Hugh's College, Oxford and a member of the Independent Broadcasting Authority, said everybody would need to be able to make discriminating choices when "coin in the slot" television was introduced.

There could soon be as many as 20 or 30 channels to choose from, she said. Unless people were taught to pay attention to the style of programmes, the country would not get the television it deserved. Children should also be taught how programmes were made.

After the change in television technology, Open University programmes might have to be financed either through local authorities or the University Grants Committee, she said. Schools television might be undertaken by an educational publishing company, using tapes and discs.

## Students to lobby over grants change

by Biddy Passmore

Most of the 400,000 students on degree courses will suffer a cut of between £1 and £4 a week in their grants next year, the National Union of Students said this week.

This will be the result of the Government's decision, announced before Christmas, to combine a 4 per cent increase in the full grant with a freeze on the £410 minimum grant and the parental contributions scale.

These changes mean a 15 per cent increase in the contributions parents are expected to pay, says the union. The 60 per cent of students who rely on parental contributions will thus lose up to £4 a week.

The union says it is the first time in the 20 years since the present grants system was introduced that students will actually receive lower

grants. According to its calculations, the changes will also mean that an extra 20,000 students have to rely on parental contributions.

Students with parents earning a gross income of £13,000 (assuming a salary increase this year of 10 per cent) will get £65 a year less grant in 1982-83 than they are entitled to this year, the union says.

Over the next two months, students will embark on a campaign to try to persuade the Government before the March budget that its proposals cannot go ahead. Local campaigning and lobbying will start immediately and lead up to a Grants Action Week starting on Monday, March 1, with a lobby of Parliament.

Walk-outs from universities, colleges and polytechnics will follow

with major demonstrations in London and Glasgow on Friday, March 5.

"The Government may think that many students will just take this massive cut in their living standards lying down", Mr David Aaronovitch, NUS president, said this week. "But I think Cabinet ministers will be in for a very unpleasant surprise."

The Government's plans would plunge the majority of students into "abject poverty", he said.

● The Church of England is more dismayed at the reduction in value of the student grant than at any other economic hardship inflicted by this Government, Sir Keith Joseph, Education Secretary, was told this week.

## Adults lack chance to study technology

by Hilary Wilce

Basic science and technology education for adults should be developed under a national programme set up by the Government.

Such a country-wide development programme is needed to make up the chronic lack of teaching in this area in general adult education programmes, according to the Advisory Council for Adult and Continuing Education.

In a report on the dire state of adult science education, the council shows that only one in 10 general adult education courses provided by local

education authorities is in science or technology. Provision is equally sparse in other areas. Science and technology account for only about 12 per cent of courses run by the Workers' Educational Association, and 14 per cent of university extramural classes.

A central development programme could be funded jointly by the Department of Education and Science, the Welsh Office and the Department of Industry, the report suggests.

Widespread interest in television

science programmes such as *Horizon* and *Tomorrow's World* show that there is great interest in this area, the report says. But the legacy of school science teaching, and the perception of science as "esoteric, difficult and beyond the reach of most adults" makes it difficult to develop enthusiasm for adult education classes.

Basic Science Education for Adults, ACACE, 19B De Montfort Street, Leicester, LE1 7GE. £1.50, post free.

## In brief

### Cuts meeting

The National Union of Teachers is to hold 10 regional meetings this month in order to mobilize opposition to continuing cuts in education. The meetings will be in areas coinciding with the regional office network. The union have not been decided.

### Merger split

Plans to merge two pairs of London University colleges, King's and Bedford, and Imperial and Queen Elizabeth, seem likely to founder on disagreements between academic staff. Bedford and King's have flatly said "a complete merger between the two colleges is not possible in the immediate future". Imperial and Queen Elizabeth are still trying to reconcile their positions.

### Degree of study

A taste of degree-level study is offered by Middlesex Polytechnic to mature people interested in going to full- or part-time education. Next September a one-week course will provide an introduction to studying literature, philosophy, environmental studies and other subjects. The course will cost £20 (to old age pensioners) or £25 (non-residential students).

### Sixth view

The Manchester public is offered the chance to name the new sixth form college to be established from September. Keith Joseph, Education Secretary, approves revised plans for the form of secondary education in the city. The new names will be announced by Mr Gordon Corbridge, the chairman of the education committee, on February 3.

### Initiative attack

The Government's new initiative is unlikely to succeed in teaching pupils basic numeracy and literacy where schools have failed, teachers' union said this week. Assistant Masters' and Literacy Association, in its monthly *Report*, says in response to the initiative that it represents "a dogmatically Conservative conviction that these deficiencies are best tackled by schools in favour of trendy playway activities which produce results who can neither read, write, nor handle the basic arithmetic functions."

### Action for industry

Birmingham has drawn up a 12-point plan of action to gear the region's education system to the needs of industry and commerce. It includes a national promotion campaign, leading to an award scheme for industry services to education and the designation of senior teachers in schools and senior executives in firms to take responsibility for education-industry links. The plan also calls for in-service training for teachers, including work observation and experience.

### Fresh starts

The guide to correspondence courses available from the National Extension College in Cambridge has just been published. The college, which caters for 10,000 students a year, offers courses in basic studying skills to help adults make a fresh start. It offers O and A level and preparatory courses for Open University. The guide, which is free, can be obtained from the college at Brooklands Avenue, Cambridge CB2 2HN.

### Advice on risks

A new committee to cover education service has been announced by the Health and Safety Commission. To be called the Education Service Advisory Committee, it will advise the commission on the protection of teachers and others, including students and the public, who might be at risk as a result of work carried out in the field of education. It will be chaired by George Smith, area director of the HSE's Scotland West Area.

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Further grants of £250 will go to schools entering work of special merit from a group of children. Up to ten artists in each category will be awarded £20 personally and £50 for their school.

And every child whose work is chosen for exhibition will receive a certificate. For full details of the awards and how to enter, please send in the completed coupon together with a stamped addressed 10"x7" envelope.

# Cadbury's National Exhibition of Children's Art 1982



# Tawse in wide use

A survey in Newcastle-upon-Tyne has revealed that three quarters of the city's schools use corporal punishment to maintain discipline. Even more of them - 121 out of 143 - feel they should maintain the right to use it if they wish.

The survey was ordered by the education committee after the city council rejected their recommendation that the tawse, the only form of corporal punishment allowed in Newcastle, should be abolished.

Officials of the education department sent a 13-part questionnaire on discipline in general to the city's 103 first and primary schools, 12 middle schools, 15 comprehensive and high schools and 13 special schools. All the forms were returned.

Among the most surprising finds of the survey was the existence of a small band of juvenile criminals who practise blackmail and extortion.

Headmasters in the five primary schools for five to eight-year-olds say the two offences are causing disciplinary problems.

But the most common forms of offence are bullying and aggressive behaviour. Altogether 69 headmasters said they had disciplinary problems because of them.

Nine of the city's 15 comprehensives and high schools have a disruptive/withdrawal unit for problem children. But no first, primary or middle school has one.

The most common form of discipline used in first, primary and middle schools is the withdrawal of privileges (mentioned by 72 heads). Consultation with parents comes second (63) and verbal reprimand third (56).

In comprehensive and high schools, the top three are detention (12), the report system, whereby each child carries a report card which is completed after each session by the teacher (12), and parental consultation (10).



## Money spinners

The Model School for Girls, Belfast, just awarded a top prize last week for raising £2,500 for the Third World and for the International Year of Disabled People. Two pupils pictured above received an award from Mr Ben Whitaker, a former Labour MP and member of the United Nations Human Rights Sub-Commission, at the 39th annual conference of the Council for Education in World Citizenship held at City University, London. More than 150 students, mostly sixth-formers, attended the three-day conference. The Model School, which since 1976 has raised over £10,000 for the Third World, held a sponsored fast last autumn to raise cash.

# Teachers may face higher pensions contributions

by Richard Garner

The Government is preparing a discussion paper on public servants' pensions which is likely to have serious implications for teachers and other local government employees including education officers.

Ministers are divided over the content of the discussion paper. But Lady Young, the former Education Minister who is now responsible for the Civil Service, is said to have presented a separate paper to the Prime Minister, Mrs Margaret Thatcher, arguing that about four million public servants - including teachers - should have their contributions raised from 6 per cent to 8.5 per cent.

Government officials refused to comment on the report except to say that the long-awaited discussion document was still being considered and that a lot of ministers have prepared a lot of different papers for it.

Teachers' leaders, however, moved on to the offensive this week and warned that they would resist any attempt to increase their pension contributions. If the move to increase them to eight and a half per cent were to be successful, it would cost the average teacher (earning about £8,000 a year) £4 a week.

The Government's discussion document follows the publication a year ago of the Scott inquiry into index-linked pensions which is said to have angered Mrs Thatcher by recommending that public servants should keep their index-linked pensions and that the principle should be more widely adopted in the private sector.

Mr Fred Jarvis, the general secretary of the National Union of Teachers, said: "On the issue of raising contributions, in no way could you compare us in just one way with civil servants without opening up the whole question of rates of pay and conditions of service - and it was the Government that scrapped the idea of comparability."

Lady Young's suggestion stemmed from the fact that civil servants lose a higher percentage of their salaries in contributions than other public servants.

Mr Nigel de Gruchy, Assistant Secretary of the National Association of Schoolmasters/Union of Women Teachers, added: "Over our dead bodies would they raise the contributions by this amount. We would be out on the streets before they did so."

At present, teachers receive a pension which is based on how many years they have served in the class-

# SEO wants block sum for schools and FE

by Sarah Bayliss

The influential Society of Education Officers supports the idea - first in the Government's Green Paper on local government finance - of education being funded separately from other services and through a block grant of its own.

A paper produced by an SEU working party suggests that the grant should be negotiated annually by local councils with the Department of Education and the Treasury and should be introduced as part of a newly reformed system of funding paid for by local taxes as well as rates.

The working party, chaired by SEO's outgoing president, Mr Chadderton, was set up some months ago to look into the finance and organization of education services.

Publication of its finance paper timely since its main recommendation corresponds exactly with a suggestion included in the Government's recent Green Paper.

Mr George Cooke, general secretary of the SEO, said this week while the report has been prepared, "regardless" of the Green Paper, recommendations would now be submitted to the Government.

The report states that the present methods for funding education are confused and unfair. "They generate instability and uncertainty, complicate administration, undermine rational planning, obscure responsibility and encourage a 'transfer of blame' syndrome between political and professional levels."

It suggests that to retain independence, central government grants should not form a high proportion of councils' income. They currently do. Rates should be the only source of income and there should be more effective mechanisms to ensure that central funds there are, are used for education.

The new sources of revenue could be tapped include a local income tax, a poll tax, and a piggy bank tax.

In addition to a separate grant for education, there should be specific grants for certain areas of the service and for extra needs such as those associated with the inner city.

The finance paper has been approved by the SEO executive and is likely to be raised at the society's annual general meeting next Tuesday and Friday.

At that meeting, held at the Overseas League in London, the new president, Mr John Tomlinson, will be installed and there will be speeches from Sir Keith Joseph, Education Secretary, Professor Wragg, director of the research in education at Exeter University, and Lord Scarman.

Dr Brian Kingston, the SEO's industrial liaison officer, will also be there. Dr Kingston is on a two-year secondment from his post as education and scientific programme manager for IBM. Dr Kingston has worked for more than 20 years for IBM in the UK and USA in a variety of research, development and management roles.

Part of Dr Kingston's role will be to support the SEO's Education Committee chaired by Michael Harrison, CEO, Southampton.

## Girls to enter

Girls are to be admitted to the Edmund's School. The school next September. The school is run by the Church of England Clergy Orphan Corporation, which present 153 boys in the junior school and 285 in the senior.

# Academic progress blocked by school sexism, claim

by Richard Garner

Traditional prejudices against girls may be reinforced by co-education instead of giving them new opportunities, a three-day conference on the sociology of education has been told.

In one paper, Professor Olive Banks, of the University of Leicester's sociology department, said: "Barriers to success (in eliminating prejudice) include the sexist attitudes prevalent among teachers themselves, as well as among parents and peers."

This is related to the extent to which the schools simply reproduce sex-role stereotyping which persists throughout the social structure and is reflected in both the family and the workplace. Attempts to improve the situation do not necessarily work and may even make things worse.

"Co-education for example may actually reinforce traditional sex-role stereotyping and depress girls' academic performance."

In another paper, Madeleine Annot, of the Open University's Faculty of Educational Studies, added that questions had to be raised over whether the introduction of comprehensive schooling had been "progressive" in its approach to sex equality.

In a paper entitled "The conservative school", Sara Delamont, of the sociology department of University College, Cardiff, argued that schools were now more conservative in their attitudes towards sex equality than the rest of society.

She said that research showed parents were prepared to support a child with an unusual preference - the football playing girl or the boy who enjoys knitting.

"My argument is that schools are able (or willing) to tolerate such individualism, but push children into a sexual category: 'boys line up', 'where are three beautiful girls?' 'can I have four strong boys?'" she added.

"Similarly the commercial world is now more receptive to idiosyncratic individuals - women pilots, male midwives, women clergy, male single parents - than schools are."

On a separate topic, Sally Tomlinson, of the University of Lancaster's Department of educational research, quoted research which showed that girls of West Indian origin performed rather better than boys in ability tests.

The research added that black teenage girls had "an acute awareness of their double subordination as women and blacks, accompanied by a refusal to accept the facts of subordination."

"This higher achievement of girls does seem to extend to higher education where there is some indication that the chance of black girls entering higher education to pursue a degree course is rather higher than boys," she added.

"This relative 'success' of black girls has begun to generate some interest and discussion. Questions have begun to be raised as to whether black girls perceive and use the education system differently from boys, whether schools perceive and educate girls differently and perhaps more favourably and what this 'success' means for black women in British schools."

The conference, which lasted for three days, was held at Westhill College of Education in Birmingham.

# Unite in fight for special education

by Diane Spencer

Special education staff in higher education must join forces to fight for better career structures and status, a conference in Manchester was told.

Mr Ken Jones, from Bristol Polytechnic, said little progress had been made towards setting up special education departments in teacher training institutions despite the recommendations of the Warnock report.

He was addressing the third annual conference of the Association of Special Education Tutors, of which he is the president.

He urged his colleagues to play a more dominant role in their institutions - especially colleges and polytechnics where their status was often poor.

"We must seek to form interest groups with power to initiate programmes for change and we must also develop a healthy career structure in special education," said Mr Jones. This would only really be achieved through real inter-institutional co-operation.

"This must be a priority if we are to attract the quality of young staff which we need so badly," he said.

He suggested that working parties be set up to investigate the complete picture of special education in higher education instead of looking at their own particular institutional scene.

He was disappointed at the lack of progress in curriculum development. "We are afraid to join forces. We failed to combine effectively with our colleagues in the schools and as a result our work is not developing as rapidly as I had hoped."

One day of the conference was devoted to micro processors in special education, when the 50 ASET delegates were joined by 100 special school teachers from the Manchester area.

Mr Ian Glen, a special school head who is at present seconded to the government's £9m micro processor education programme, reassured the audience that computers were no substitute for personal contact and a good teacher. "If you can be replaced by this machine you should walk out now and get your P45 - you deserve early retirement."

Mrs Mary Hope, coordinator for micro electronics and special education at the Council for Educational Technology, pointed out that the £9m government is spending over four years on micro processors in education was not over generous.

"Twenty five pence per pupil is not much to take out into the computer age," she said.

# Lukewarm reaction to pilot induction scheme

by Bert Lodge

A pilot induction scheme for new teachers, arranged by Wakefield education authority, has been rated as no more than "fair" by half of the probationers taking part.

One in three thought the visits to special schools which figured in the programme as being of no value to their own teaching but visits to other schools were thought to have done "quite a bit" of good or more by half the group.

For a future induction programme the pilot group suggested it should include clear guidance and information on how the school works, explanation of the school's normal practices in homework, standards of behaviour, work and dress and someone in school with the specific job of seeing probationers got all this information.

The scheme involved 13 heads of a representative group of secondary, middle, primary and nursery schools and 20 of their probationers. These were timetabled for only four fifths of the week.

The first term was spent in their own school. Other schools were visited in the spring and summer terms. At the end of the year the term in school was considered the most valuable.

Asked to evaluate the whole course four thought it very good and four good, while nine thought it fair and one classed it as poor.

Instead of a full day off teaching 17 out of 20 would have preferred a more flexible arrangement such as two half days or a number of periods spread throughout the week.

Induction of new teachers, pilot scheme. Education Dept., 8 Bond St, Walefield. £1.50 inc p+p.

# Bureaucrats under fire

Teachers and education officials come in for criticism in a report on Britain's bureaucracies just published by the National Consumer Council.

According to the report, officials who deal with education grants for higher education are among those most complained about. They are one of eight groups of officials who provoked complaints from more than 10 per cent of users.

The report, which was carried out for the NCC by Research Services and based on 2,000 interviews, says: "For parents of schoolchildren, the main 'bureaucratic' problem concerned lack of contact between parents and the teaching staff."

"This was reported as a problem by the following proportions of parents: 16 per cent of parents of secondary school children up to 'O' level equivalent, 13 per cent of infants, 10 per cent of junior school children, and seven per cent of sixth-formers."

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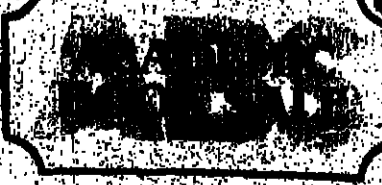
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# People

Mr Bob Morris, under secretary for education at the Association of Metropolitan Authorities, is joining the Inner London Education Authority as divisional education officer for Lewisham. Mr Peter Coleman, assistant director of education in charge of schools branch in Avon, will succeed Mr Morris in April.

Mrs Diane Gibson has been appointed head teacher of Holbeach Junior and Infants School in Catford, South East London. Mrs Gibson is at present second deputy head of Cranford Junior School, Hounslow, Middlesex.

Dr Max Brame has been appointed director of the East Midlands Regional Information Centre, based at Leicester Polytechnic. He was previously a lecturer in mathematics at the Open University.

Mr Robert Allan McKinlay has been made an Honorary Fellow of Bradford College. He came to the college as head of department 30 years ago and was its pro-vice-chancellor when he retired a year ago.

Mr Tom Caulcutt, secretary of the Association of Metropolitan Authorities, has been appointed chief executive of Birmingham.

Dr Danny Sullivan is joining the staff of the St Katherine's County Primary School, Snodland, Kent. Mr Sullivan is at present regional secretary and primary adviser to the Christian Education Movement.



Wendy Smith

Mrs Hilary Glendinning is the new head teacher of St Michael's Church of England Primary School, Kirkham, near Preston, Lancashire. She was previously deputy head and succeeds Mr Vincent Lohan who retired last year.

Mrs Wendy Smith has been appointed Principal of Denman College, the Women's Institutes' own college at Marcham near Abingdon. As the national federation's press and public relations officer since March 1979, she is already firmly entrenched in WI affairs.

Dr Margaret Cox has been appointed Director of the Computers in the Curriculum Project which is supported by the Schools Council, i.e.s. and Chelsea College. Dr Cox, of the Institute of Educational Technology, University of Surrey, joins a project team which includes the recent appointments of Mrs Sophie McCormick, as Assistant Director (Science), Mrs Deryn Watson, Assistant Director (Humanities) and Mr Peter Smith, Assistant Director (Software).

Mr Thomas C. R. Newhouse, the district education officer for the South Ribbles District of Lancashire, is retiring next month after 26 years' service.

Mr John Fox is the new director of education for Nottinghamshire.



Diane Gibson

# School to work

Edited by Mark Jackson

The MSC is already preparing proposals to extend the new Government training scheme for the unemployed to all leavers.

## Next: a wage ban for all the under-17s

A plan to make all 16-year-old school leavers national trainees for a year has been prepared by Manpower Services Commission officials. It would mean banning youngsters from ordinary jobs until the age of 17.

The idea is to pay all the youngsters the same training wage or allowance, whether or not they are taken on by an employer. In return they will all be guaranteed vocational preparation and some training.

The scheme is to be put to a high level task group set up with the Employment Secretary's approval to work out how to extend vocational preparation - already to be provided for all unemployed 16 year olds under the Government's new Youth Training Scheme - to all young people.

The group, representing the TUC, CBI, and the education service, is similar to the team which produced the original Youth Opportunities Programme, and, like its predecessors, is headed by Mr Geoffrey Holland, now the MSC's director.

The commission's officials believe that - offering employers 16-year-olds at an artificially low rate they can persuade them to take on many

more, thus cutting down the number of unemployed the Government has to pay; and that they can also get the employers to provide much of the training and to release youngsters for further education.

The Government would also save the £60m a year it has set aside for subsidies to employers who take on youngsters at low wages under the new Young Workers scheme, which does not impose any training obligations.

To introduce the scheme would require legislation, both to make it illegal to take on 16-year-olds at ordinary market rates, and also possibly to establish precisely employers' obligations and the basis for Government funding.

The idea of taking all youngsters off the labour market to reduce unemployment and give them some kind of planned training or education is not new.

Mr Holland started to float it at conferences and seminars more than three years ago and was strongly criticized for overreacting to the current relatively low levels of youth unemployment.

His original suggestion was a two-year traineeship; later he realized that while this was unlikely to command acceptance, leaver unemployment was rising at a rate which was likely to make a one-year traineeship for all of them not much more costly than dealing with the unemployed alone.

Two years ago he was telling col-

leagues that when one out of two leavers was unemployed Government would be disposed to take radical proposals.

At that point, the minister responsible for Youth Employment, Lord Gowrie, was publicly dismissive of such ideas as illiberal and imprudent.

But whatever the Government attitude, Sir Richard and Mr Holland have still to persuade the task group members to endorse their idea, which would not be put into effect until 1983.

For the TUC members of the group it would mean abandoning several entrenched principles, including their right to bargain for workers and a tacit acceptance of the Government and the MSC's justification in abandoning the 17-18-year-olds, for whom the Youth Opportunities Programme sought cater.

Labour spokesmen, including the shadow education secretary, Mr Klinck, are unequivocally opposed as opposing the imposition of a wage allowance on young workers.

But the unions may be persuaded in the end, by Sir Richard's arguments that the important thing is to get the principle of vocational preparation for all young people, with statutory framework for its implementation, established at all ages so that it can be extended to all age groups and a wider range of training under a more spacious Government.

## Voc may not be a 'cert'

Influential figures in the further education sector are coming to accept that control over the fastest growing part of education, vocational preparation, has passed irrevocably to the Manpower Services Commission. They believe that the Department of Education plans for a 17-plus vocational preparation certificate, on which the Education Secretary last week promised to report soon, will come too late to affect the outcome much.

The Government's intention to introduce a certificate, for both schools and colleges, for studies in work-related subjects for sixth-formers outside the academic stream, was announced in a consultative paper 16 months ago.

A decision on the form of the courses for "the Voc" and their assessment was expected by the early summer, but has been delayed by long arguments among DES officials and ministers - largely about how closely the courses should be related to real work skills, already taught in most colleges but often (and possibly threateningly) to "old" and "new" school sixth form departments. A parallel controversy has continued over whether the certificate should be based on a terminal exam or some other form of assessment.

But while the arguments have been going on the Manpower Services Commission has been quietly pursuing studies into new methods of vocational preparation and working out with the education service - both at college level and in discussions with national bodies - how to ensure that the right educational content can be effectively built into the commission's own training courses for the young unemployed and for young workers in the United Vocational Preparation. An indication of the effectiveness of the new partnership was the DES's decision at the end of last year to withdraw

from any part in running UVP in which it was supposed to be representing the education service.

The result of this patient groundwork is that the MSC's specification for the courses it will fund under the new 17-plus year Youth Training Scheme for unemployed school leavers provides almost exactly the vocational preparation which the proposed certificate is aimed at. Indeed, because the MSC, which will use colleges to run the courses, does not have to trim its formula to take account of problems or prejudices in the school sector, the MSC courses are likely to be closer to the Further Education Unit ABC criteria, on which the new certificate is supposed to be based, than any certificate which is likely to come from the DES.

The Youth Training Scheme, which is expected to provide the equivalent of another 80,000 full-time students for the colleges, will place an enormous load on the further education sector.

To handle it, colleges will have to find or train teachers - because vocational preparation teaching has until now been a relatively few staff who understand its requirements and methods and tackle big problems of course design, administration and accommodation. In return, they will be assured of a new source of funding which is likely to grow year by year rather than to suffer from recurring education spending cuts. Further MSC plans - such as the expansion of the UVP programme already proposed and the plan reported on this page to develop the Youth Training Scheme into a programme for all 16 year olds - hold out the prospect of a great expansion of courses during the rest of this decade.

In the circumstances, few of the colleges are likely to divert any voca-

## Denmark/Chris Follett

### Union claims foreign language staff were hired under false pretences

## Four Britons in breach of contract case

COPENHAGEN: The 3,200-member Association of Danish Evening and Youth School Teachers (DAUF) is shortly to institute legal proceedings against one of the biggest privately run English language schools in Denmark for breach of contract.

The language school, the Cambridge Institute (Denmark), has 4,000 pupils, employs 76 teachers and operates under 49 town and county councils. It was set up in the early 1970s to specialize in English language teaching, based on the Cambridge proficiency certificate, and differs from its competitors in that it recruits much of its teaching staff from outside Denmark, mainly from Britain.

The allegations against the institute centre chiefly on the contracts which teachers are required to sign before coming out to Denmark to assume teaching posts.

These conform to the Danish Adult Education Act in laying down a guaranteed minimum wage of DKK 97.60 (£7) per teaching hour to recruits, for a 24-week teaching period, entailing a minimum of 24 hours of English language teaching per week to Danish adults in classes of 12 to 20 pupils.

What the contract fails to mention is that in Denmark it is the local education authority and not the institute itself which is responsible for the payment of teachers' wages. Before payment can be made all classes must, according to the Danish Adult Education Act, have a complement of at least 12 students and be registered with the authorities.

What can and has allegedly been happening is that British applicant teachers sign their contracts with Cambridge Institute (Denmark), and travel out to Denmark (at their own expense) only to receive no job, no salary, and no compensation, when the classes have not attracted a sufficient number of students to qualify for registration and have thus had to be cancelled or "reallocated".

DAUF is at present handling the case of four British teachers stranded in Denmark in this way, all of whom feel that the institute has a legal, contractual obligation to give them work, pay, and/or compensation.

As it might be a year before the case reaches court, Mr Toren Fersloev Andersen, secretary of DAUF, has warned would-be British applicants for English language teaching posts in Denmark - and in particular those offered by the Cambridge Institute (Denmark) - to be wary of signing contracts of this kind.

"Until this case, which is a test case, has been through the courts and the irregularity of otherwise of these contracts is proven, we must advise potential foreign language teachers against applying for posts with the institute," Mr Fersloev Andersen told *The TES*.

On behalf of the four British teachers DAUF is seeking compensation for breach of contract from the Cambridge Institute (Denmark).

The British Council reports receiving seven similar complaints from unfortunate teachers last autumn, all involving the Cambridge Institute (Denmark), and the Danish Ministry of Education, while also powerless to take action as the issue is legally outside its jurisdiction, has (to date without success) requested an explanation of the alleged breaches from the principal of the institute.

DAUF is also at present looking into other matters relating to at the institute including possible infringement of the Danish Adult Education Act. In an unrelated court case earlier this month a Danish evening school teacher - aided by the DAUF - was awarded DKK21,000 (£1,500) in compensation for unlawful dismissal by the Cambridge Institute (Denmark). All attempts by *The TES* to contact Mr Richard M. Philp, the Canadian principal of the institute, at its Copenhagen headquarters last week failed.

## United States/Peter David

### Attack on scientific 'illiteracy'

WASHINGTON: America's biggest annual gathering of scientists was the scene last week of repeated criticisms of the state of science and mathematics teaching in the nation's schools.

A stream of papers delivered at the annual meeting of the American Association for the Advancement of Science described science teaching as disorganized and inadequate.

The most far-reaching criticisms were contained in a paper by Mr Izaak Wirszip, a member of the University of Chicago's mathematics department.

Mr Wirszip, whose earlier comparisons of Soviet and American science teaching prompted a special review by former President Carter, told the AAAS that American schools still lagged behind Soviet achievements in popular science education.

"The disparity between the level of training in science and mathematics of an average Soviet skilled worker or military scientist and that of an average American high school graduate, industrial worker or army recruit is so great that comparisons are almost meaningless," he said.

"The weaknesses of the American educational system have become a national malady that gnaws at our economic strength, our competitive edge in technology and production, and our ability to defend ourselves.

"We can take pride in the achievements of a small but superb corps of top-level scientists. But the distressing fact is that the overwhelming majority of our population lives in a state of debilitating scientific illiteracy."

A basic difference between the two countries was that the Soviet Union's best scientists had devoted considerable attention to the improvement of the schools, he said. Famous mathematicians like A. N. Kolmogorov and I. M. Gelfand had played leading roles in reorganizing Soviet secondary curricula in mathematics. The Soviet Union's prestigious Academy of Sciences and Academy of Pedagogical Sciences were allowed to assume direct responsibility for the content of school science courses.

## Japan/Martin Roth

### 'Cruel' system criticized

TOKYO: A book which attacks the Japanese education system has astonished Japan's literary world by selling nearly four million copies last year, and becoming the best selling book ever published here since the Second World War.

It is *The Little Girl Who Stared out the Window*, written by Miss Tetsuko Kuroyanagi, 48, Japan's best-known television personality. In a gentle, witty style it tells the story of her unconventional school days during the war.

"I was expelled from a state primary school at the age of six," she said. "This was for staring out of the window and banging my desk top."

Her parents transferred her to a private school run by a headmaster with principles unique in Japanese education, and similar to the British Summerhill school.

Classes were held in converted railway carriages, pupils were encouraged to speak out freely, and to make their own timetables.

In the book Miss Kuroyanagi paid tribute to her headmaster, "who at times was prepared to sit down and listen to her talk for up to four hours. She portrayed education as a happy experience."

She also expressed her sadness at today's Japanese education system.

"It has become very cruel," she said. "It is so competitive. Children are forced to study hard from the



Miss Tetsuko Kuroyanagi: witty style.

kindergarten level. They don't know how to play."

She noted that attacks on teachers were 80 per cent higher last year than in 1980.

"Our current system makes everyone either a winner or a loser at a very young age," she said. "Often a teacher decides very early that a certain youngster is a slow learner and won't make it to university, so that pupil is not taught well. It is no wonder that some children get angry and frustrated with their teachers and resort to violence."

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## John Kane-Berman reports on an embarrassing controversy Division of Namibia's assets means college ban on blacks

WINDHOEK: An acrimonious controversy has erupted in the capital of South West Africa because blacks have been barred from the city's teacher training college. Mr Dirk Mudge and his colleagues in the multi-racial Ministers' Council find the situation embarrassing because of their promises to abolish apartheid, but there is nothing they can do about it.

Their predicament arises from the disputed territory's interim constitution, Proclamation 8 of the Pretoria-appointed Administrator-General, known as AG 8. It set up a national assembly and its Ministers' Council, controlled by Mr Mudge's multi-racial Democratic Turnhalle Alliance (DTA), as Namibia's central government.

Below them it instituted 11 "second-tier" administrations for the territory's different ethnic groups, and gave them certain powers - notably school education and teacher training up to primary school level - with which the ministers cannot tamper.

When the powers were divided up last year, some of Namibia's assets, were also divided up - and the Windhoek teachers' training college was handed over to the "administration for whites", which is controlled not by Mr Mudge but by the National Party. The campus, which is seen as a possible future university of Namibia, has space for more than 1,000 students but has fewer than 200, all of them white.

The city's multi-racial college of tertiary education, which has more than 2,000 students but is crammed into half a dozen buildings, sought permission to share the other college's facilities, but the "administration for whites" refused.

Mr Mudge told *The TES* that the deadlock had to be overcome now, "because we can't admit defeat on this". The DTA is the only grouping in Namibia regarded as having any

chance of preventing a landslide victory by the South West African Peoples' Organization in the proposed internationally-supervised election, but issues like the continuing apartheid at the teachers' college are losing it support.

The big question now is whether the Administrator-General will risk antagonizing conservative white opinion and the National Party by amending AG 8 to empower the Ministers' Council to override the white administration's racial bar.

The only previously all-white schools in Windhoek that admit blacks are a handful of private church schools. But a multi-racial government school is to be built next year. It will be the first multi-racial state school in either Namibia or South Africa.

The Windhoek City Council initially refused to make land available for the new institution, but the Ministers' Council was able to force its hand. One reason why the Windhoek authorities relented was that they realized that if blacks could go to the proposed new school there would be less pressure on the white administration to admit them to white government schools.

To be called Concordia College, the new school is being built largely out of a R5m (£3) grant from Consolidated Diamond Mines (CDM), the Namibian Mining Company owned by Mr Harry Oppenheimer's De Beers group.

National Party leaders in Windhoek said they did not oppose racially mixed schools as long as whites had the right to uni-racial education if they wanted it. However, under the revised proposals drawn up by the governments of the United Kingdom, the United States, Canada, France, and West Germany for the pre-independence election, not even private schools in Namibia will be allowed to practise racial discrimination.



Transplanted class learns hazards of downhill skiing.

France/Barbara Casassus

## Pupils take to slopes

PARIS: "Transplanted classes" is the rather unedifying label given to a mushrooming system of changing French schoolchildren's environment and widening their horizons, within the educational structure. For up to three weeks during the school term, a whole class moves from base to the mountains, coast or country - to continue its studies, to apply these to the new surroundings, to pursue cultural activities, and to learn sports.

Subject to little central government involvement, these classes are designed mainly for primary pupils, though some nursery and secondary school children (up to the age of 15) also participate. The Education Ministry offers a token subsidy for winter sports classes and also helps finance 75 permanent accommodation centres, which are run by specially trained, seconded teachers.

In addition, local departments, municipalities and associations fund classes and schools or even individual teachers initiate them. About 300,000 state and private school pupils benefit from the scheme each year. Of the three categories - winter sports, sea and "green" classes - the oldest and most extensively supported are the winter sports.

## Poland / by a special correspondent

### Poles back to school - with the Army

Polish schools opened again last week with a special addition to the time-table - meetings between the pupils and representatives of the Army. The soldiers are to assist the pupils in the significant changes of the current situation, and, the duties which Marshal Jaruzelski has not been arranged to have been instructed to give to the pupils in the Polish language, allotted to "general application" to the current situation.

So far there have been no permanent, noticeable changes. Next Saturday schooling, though, has been given the right to organize classes on Saturdays if the appropriate curricula get behind schedule.

A high-level conference of Party officials with responsibility for education, held last week, along with a proposal to politically vet teachers, suggests that a return to strong control of education is on the cards.

The suppression of the Independent Students Association (NIS) last week also means an end to the creation of School Youth (a strong Solidarity-type organization of 15- to 18-year-olds) which has been hoped for legal registration but has formally existed under the wing of the NIS and which, like the NIS, has been savagely attacked by the military regime for alleged "anti-party" activities.

# Letters

## Employer's lament: schools produce sub-standard product

Sir, - We are constantly being bombarded by politicians and the media alike about the evils of the appalling unemployment figures. We are also told that Britain must adopt the new technologies to survive and that this, and the growth of the small company sector, are the key to reducing unemployment. Yet our company, which develops and manufactures high technology micro-processor based products, which is small, in an area of high unemployment, and seeking to grow, cannot recruit the skilled staff it needed to secure that growth.

For the past 12 months we have been seeking both qualified electronics development staff and sales engineers, not only by advertising nationally in the press, but also by direct approaches to suitable well known companies currently involved in massive redundancy exercises. The remuneration packages offered have been competitive when measured against published data. The results have been utterly depressing in terms of both the number and quality of applications received. On the sales side, applicants rarely seem able to sell themselves in either their ap-

plication forms or interviews - what hope then for them selling our products? On the technical side, we have found aspiring PhDs in electronics quite unable to solve simple electronics design problems - and in a small electronics company we cannot afford engineers who are capable of dealing only with the more esoteric elements of design.

If the nation's economic salvation is indeed dependent upon companies such as ours then our experience bodes ill for its future prosperity. Two conclusions appear inescapable. First, the country's education system has for some time been producing either a sub-standard product, and/or a product with skills for which the employment market can find no ready use. Secondly, those with the required skills either lack the boldness to accept the challenge and excitement that a small high technology company offers or, because of their scarcity, command a price far in excess of the supposed going market rates.

Our frustration must be shared by many companies similar to our own, whose growth prospects, and hence

### Smoke-screen

Sir, - Surely it is no bad thing that such an obvious and potentially unhealthy habit ("Smoking out a bad influence", December 25) should be a factor for consideration in the appointment of teaching staff.

To refer to smoking as a "little indiscretion" (Manchester NUT spokesman) is to totally deny the fact that smoking contributes to thousands of deaths every year in this country; that invariably smokers get hooked on to the habit at an early age; and most importantly, that teachers are "significant adults".

Whether they like it or not, they teach by behaviour. The cry of "What will it be next?" is open to debate, but teachers cannot leave it to both ways. Either they are in a position to influence, or they are not.

JOAN RICHARDSON,  
Area Health Education Officer,  
Hereford and Worcester Area Health Authority,  
Castle Street, Worcester.

### Legal basis for FE

Sir, - The Department of Education and Science in its review, conducted in association with local education authorities, of "The Legal Basis of Further Education", while recognizing the "unrealistic" nature of the division between vocational and non-vocational provision of education for adults, gives two views as to any future legal basis for all further education, including community education and the Youth Service.

One of these views, in the opinion of my council would seriously harm the educational opportunities for adults. This view is that local education authorities should only have the power or authority to provide education for adults and not the duty to do so after the age of 19. Such a change in the law, was this view to prevail, would certainly clarify the legal position of the education of adults in this country but would achieve this at the expense of denying access to educational opportunities of all kinds to large numbers of people.

Councillor D. HEALEY,  
Chairman,  
Manchester Central Development Council for Community Education.

### Duty for freedom

Sir, - Teachers from all parts of Britain must be very concerned and deeply worried about the recent developments in Poland.

The teaching profession has led the way in our country to encourage the development of the mind and to improve educational standards so that the gift of free speech could be meaningful. Freedom to express a point of view without the fear of imprisonment is a freedom many do not appreciate.

I welcome the support of the free trade union Solidarity given by the Pope, the President of the USA and our own Prime Minister. I hope that while the great leaders express their regrets about the suppression of recently gained freedom in Poland, they will not forget other parts of the world.

I would like them to remember Hungary, Cuba, and Afghanistan. I would like them to remember the political prisoners in Chile, Pakistan, Argentina, Brazil, El Salvador, Vietnam and Cambodia to mention but a few.

It is our duty as teachers to fight against the limitation of freedom, the oppression of the weak, the persecution of the oppressed, the unjust persecution of the innocent. As Aristotle has so often pointed out.

PETER COTGROVE,  
Executive member,  
National Union of Teachers.

the employment prospects of many of those now on the dole, are put in jeopardy by the shortage of appropriately skilled staff. Through the courtesy of your columns, I would ask both politicians and educationists alike to replace well meaning words with practical actions to alleviate these shortages. To those who have the necessary skills, please be prepared to accept the challenge a small company offers - any imagined risk is amply offset by increased job satisfaction and the potential promotional and financial rewards.

If we can restore the relevance of our educational system and rekindle a spirit of adventure in its products then we at least have two important ingredients in the recipe for success. Firms such as ours may then develop with confidence, employ the redundant and play their part in returning the nation to prosperity.

DR J. SCARBOROUGH,  
Director,  
International Electronics Limited,  
Ewopd Bridge,  
Haslingden,  
Lancashire.

### Limerick choice

Sir, - I have been commissioned by Penguin Books to compile a new anthology of limericks. I am looking for limericks that have not so far appeared in anthologies, but many have appeared in various student journals, school magazines, etc. In particular, I am looking for limericks that are about contemporary or historical figures, retell famous plays, novels, myths or present famous poems in limerick form. There will be some payment for material used and I will gladly copy and return, if required, any manuscripts sent to me.

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PO Box No. 389,  
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### Sins of philosophy

Sir, - Mary Warnock's article "Thinking aloud" (January 1) seems to me totally misguided. One can excuse a distinguished member of

the Oxford philosophical establishment seeking to keep her subject the preserve of an elite of scholars and students - this is an aspect of weakness - will be acceptable in contemporary British philosophy - but to claim that philosophy is not systematically taught in our schools is nonsense.

In many of our schools, ethics and metaphysics are presented to young people as the exclusive preserve of religious authorities. At least one examination board permits the teaching of ethics and metaphysics as part of its A level RE syllabus. As a result, philosophy is taught and will be taught as a form of received wisdom, and it will be taught badly because philosophy graduates who are teachers are few and far between and rarely members of RE departments.

Mrs Warnock's assumption that philosophy is a second order subject which "rides on the back of other subjects" is presenting a Wittgensteinian view of the subject that is seriously challenged by the Western tradition in philosophy. On the contrary, philosophy is THE first order discipline which lays the foundations of other enquiries. Mrs Warnock's characterization of philosophy as a parasitic activity is perhaps an analysis of some aspects of the sociology of the academic establishment.

Oxford philosophers are all for a quiet life and would persuade us that things are best left as they are. The ideology of questions generated in the ivory towers of Oxford would, as Mrs Warnock has demonstrated, frown upon the rather radical move of finding teachers capable of teaching philosophy in our high schools and sixth form colleges and examining the subject at advanced level as we do with psychology, for example.

It is ludicrous to suggest that a philosophy course could not be effectively taught when a close study of a philosophical text and some exercises in analysis would be well within the compass of our older pupils.

"If we enjoy philosophy, let us hint at it, not practise it at school." These are the words of Mrs Warnock's prompt me to ask: Does she enjoy philosophy? She makes it sound an awful sin!

KEVIN HEALY,  
26 The Quarry,  
Alwoodley Park,  
Leeds.

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A SEPARATE HANDBOOK IS AVAILABLE FOR EACH OF THE ABOVE COURSES FROM: THE SECRETARY, CAMBRIDGE INSTITUTE OF EDUCATION, SHAFFESBURY ROAD, CAMBRIDGE CB2 2BX (TELEPHONE: 0223 89631). Please specify the course in which you are interested.

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More letters p 20



# Courses

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Two short courses of in-service training for teachers of foreign languages will be held in Spring 1982 as follows:

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Participants will not be asked to make any contribution towards tuition costs but will be responsible for their own travel expenses. Requests for financial assistance should be made to the local authority or governing body; such assistance is entirely within the discretion of the employer. The Central Bureau will be able to make available bursaries of up to £20.00 to participants from England and Wales who are not fully supported by their local authority or governing body.

Applications for the courses should be made as soon as possible but no later than 31 January 1982. Application forms are obtainable from: Central Bureau for Educational Visits and Exchanges (Courses Section), Teacher and School Exchange Department, Seymour Mews House, Seymour Mews, London W1H 0PE and should be returned to that address.

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Applications are invited for the year beginning October 1982. Further details are available from the Secretary, University of Lancaster, Department of German Studies, Lonsdale College, Bailrigg, Lancaster LA1 4YN.

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Specialty sessions of the course will be held on the award of a College Diploma.

Full details and application forms (returnable free) may be obtained from the Director, Charlotte Mason College of Education, Ambleside, Cumbria LA22 7BA.

## Careers Master

THE TIMES Educational Supplement

More news, more features, more jobs. Every Friday.

# Schools do have plenty to offer unemployed young people

Sir, - The otherwise excellent article by Eric Robinson calling for a coherent policy for 16 to 19s (December 18) was marred by his inaccurate statement that "The schools know that they are beaten and that they have nothing to offer many of these young people".

An NAHT working party, currently working on a policy statement regarding 16 to 19 education, is impressed by the wish of teachers in schools to make a really worthwhile impact on the needs of an increasing number of unemployed young people who, voluntarily, would like to take specially designed sixth form courses. There is, in fact, evidence of a lot of new thinking related to the curriculum and the need to draw on the expertise of industry and community interests.

What beheads us in education is, as Mark Jackson points out in his front page article, the seeming abdication by Sir Keith and the DES from any worthwhile contribution to the appalling fate being suffered by young people at present out of work.

This is at a time when there is space in schools and teacher expertise is being wasted.

The Government seems to be intoxicated by the apparent success of the YOP parades misery here given considerable financial resources. Our evidence is much more sobering: Sir Keith and Mr Tebbit should take note.

Young people are increasingly unimpressed by the "curriculum content" and ad-hoc nature of many local YOPs. They are not impressed by the quality of "teaching" and "instruction". Yet many I.C.A.S. seem unwilling to use the educational plant and skill at present being thrown into the scrap heap in a frantic endeavour to keep down local government expenditure.

No, Mr Robinson, we are not yet beaten but how do we combat the myopia of government thinking? Perhaps there are signs that our efforts to teach young people to think for themselves will be our greatest ally.

What of those young people who cannot wait until 1983; and even

those who do wait for their "vocational training" and still find themselves unemployed?

Many of these young people are already saying let us have a school and flexible 16 to 19 policy, made by the professionals, for young people for whatever the holds.

Come on, Sir Keith and Mr Tebbit, the White Paper calls for a programme for school. The White Paper is a full year of training by 1983 do not impress young people, unemployed, that you are doing the education service has the capability and willingness, in co-operation with the MSC, to act now. Please together and give us the chance.

PETER WILDBLOOD, Member, NAHT 16 to 19 Working Party, Headmaster, The Calthorpe School Youth Adult Centre, Darwin Street, Harwin Street, Birmingham.

## Quote unquote

Sir, - I am used to being misquoted in the press, particularly when the writer has not actually spoken to me. Though the article on the Broadoak sixth form (December 25) represents my views accurately, I fear that unless you grant me space to make one correction, my reputation within the office will disappear altogether. I try very hard to persuade my colleagues to write in simple, straightforward English and to avoid the use of jargon, especially now that Triple Awards are being freely given. Please, may I say that I did not use the word "viable" in my advice to the governors of the school or to anyone else.

DENNIS HATFIELD, Chief Education Officer, Borough of Trafford, Town Hall, Sale.

## Proper conduct

Sir, - Your Review of the Year for 1981 (January 1) carried a reference to the "non-reappointment" of Dr Colin MacCabe "because of his structuralist approach".

Since there has been some interest in this aspect of the case among sixth-formers and their teachers, may I point out that such matters are not of concern to an appointments committee when considering an assistant lecturer recommended for upgrading to a permanent lectureship. The committee set up by the university to look into this particular case found no evidence that there were any procedural irregularities in the conduct of the meetings of the appointments committee of the faculty of English, or that the appointments committee, or any individual member of it, had acted in bad faith in reaching the decision in question.

Dr JOHN B. BEER, Chairman, University of Cambridge, Faculty Board of English, 9 West Road, Cambridge.

## Survey samples

Sir, - Mr Foreman (December 18) expressed disquiet about the APU mathematics survey samples in Wales as a result of his "limited experience" as a practical mathematics teacher in the 1979 survey. Had he read the report of the survey in which he participated he would have seen that separate practical mathematics scores were not given for Wales, Northern Ireland and regions of England because these subsamples were too small to provide valid results. The scores, referred to in the article "Schools to fall" (TES, December), which Mr Foreman quotes, were derived from the written tests - a very much larger exercise in which Mr Foreman was not in any way involved.

Mr Foreman's advice to the APU to stratify its samples of secondary schools in Wales is entirely gratuitous. Each APU survey sample is drawn after first stratifying the target population. Moreover, when the obtained sample is weighted so that the proportions of schools in each stratum accord with those in the population.

As full details of the obtained sample and of the sampling and data analysis procedures are given in each APU report, Mr Foreman had no need to attempt to "derive" the obtained sample of schools. In Wales from his own experience of testing in just a few of them. Surely a mathematics teacher should know that this method is of dubious statistical validity as well as being entirely unnecessary.

DEREK FOXMAN, Principal Research Officer, Mathematics Monitoring Project, National Foundation for Educational Research in England and Wales.

## Creative response

Sir, - I would like to learn of schools that are making creative responses to the challenges posed by youth unemployment. I am interested not so much in programmes designed to increase pupils' employability - important as this is - but more in programmes attempting to tackle the problem in a broader way. Examples might include:

- making significant attempts to equip pupils to survive psychologically and economically if they experience significant periods of unemployment;
- preparation for self-employment;
- programmes of social and political education to help pupils to grapple with the causes and implications of unemployment, and with changing concepts of work;
- establishing strong links with community initiatives responding to the issue of unemployment.

I would be interested to hear from any schools working in these areas. A. G. WATTS, National Institute for Careers Education and Counselling, Bateman Street, Cambridge.

## 16-plus comment

Sir, - As the author of the National Council for Educational Standards' Open Letter to the Secretary of State on 16-plus I trust I may comment on Mr Buckley's reported words at the JCLA Conference (January 8).

Despite Mr Buckley, the word "excellence" was not used in our letter nowhere was our concern only a small minority; and of course we recognize that really high standards are bred by a widely-diffused competence.

## Quote unquote

Mr Buckley was particularly accurate on Professor C. B. O who in recent radio interviews repeatedly stressed that the merger of GCE and CSE did offer anything for the curriculum need of new curriculum targets or their own tests of attainment, and the 15-40 percentile ability group whom the Common System is signed to exclude.

We welcome Sir Keith's recent emphasis that these are ill-suited to a diluted version of the academic curriculum, and therefore hope for a positive initiative from the DES or Schools Council for this group, from ages 16 to 19.

More broadly, we are concerned that teachers now find so much practice, whether specific to O or CSE, threatened by the DES or Schools Council, and, at the periphery end, we are alarmed at the failure to recognize the "real" effect of changing standards.

If JCLA intend the new system to be free of dominance by the higher education, they should get out that this means changing standards at A levels, and that this in turn threatens three-year first degrees. We are back with the N and dilemma (how many students would you have to cut out to finance the 16-plus cannot ignore this).

STEPHEN WOODLEY, National Council for Educational Standards, The Grange, The Precincts, Canterbury.

## Scouting credit

Sir, - We would like to correct the misleading reference to Scout membership given in Bob Day's report on *Social Trends* (December 18).

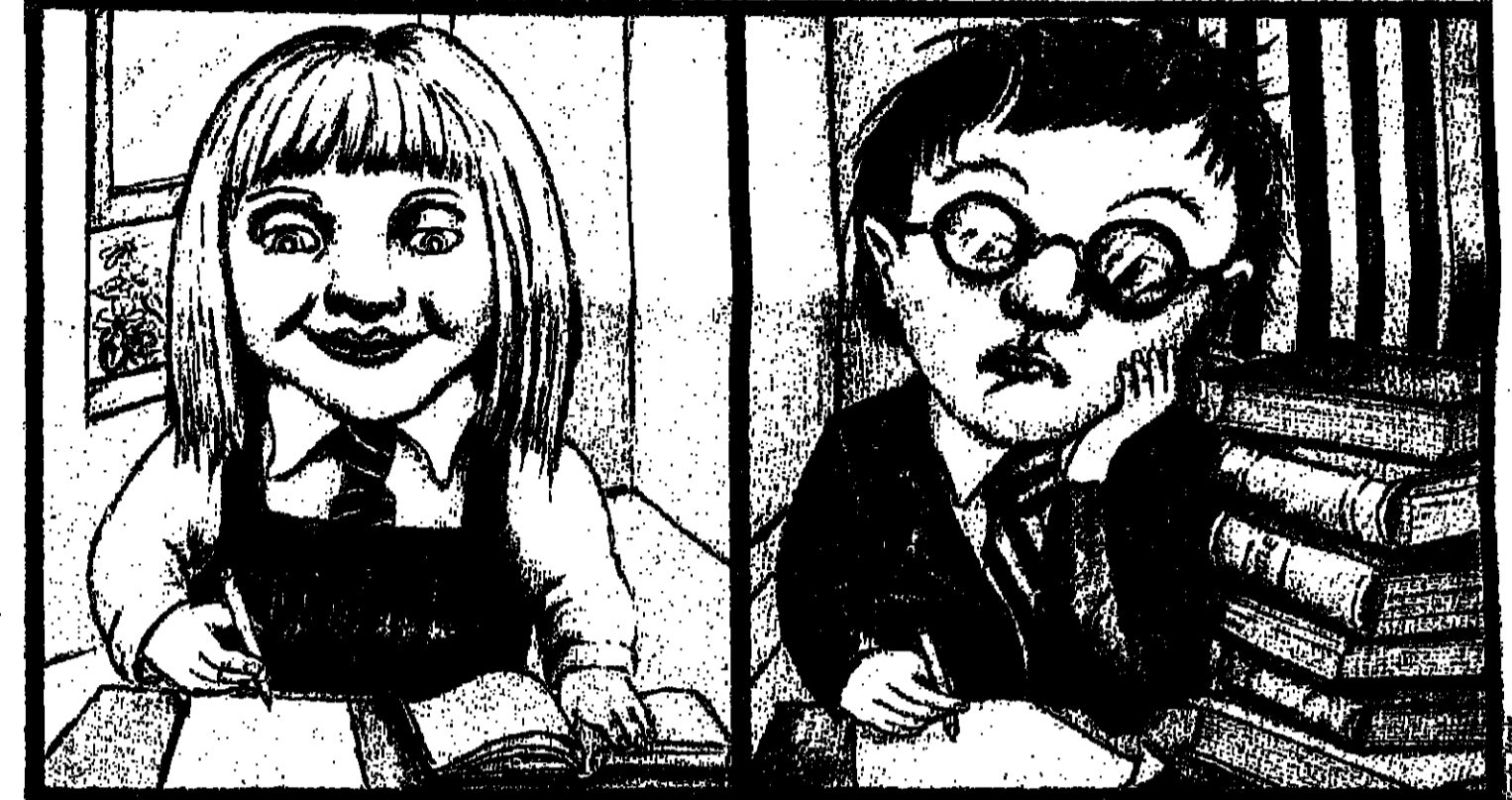
Far from having declined since 1961, our total membership this year was 584,482 - today it is 644,000. Total membership did fall from the 1961 figure to 537,000 in 1969 compared with which our present membership represents a 21 per cent increase. This rise has been continuous. In recent years we have been against a reducing school population which we were prepared to see offsetting our total numbers but which has not, in fact, done so. It is also worth noting that the fastest growing section is the Venture Scouts (16-19 year old).

We would not claim that our scout develops as a paragon of hope but we believe that our aim of helping young people take a constructive place in society, and that involving them in living, leaves some impression on the majority.

J. A. ALLEN, Relationships Secretary, The Scout Association, Powell House, Queen's Gate, London SW7.

# But are they happy?

John Elliott finds that many parents are interested not only in their children's academic performance at school



The new education act (1982) will make it obligatory for local authorities to publish the examination results of all their secondary schools, in a form which enables comparisons to be made between them. This legislation assumes that examination results are one of the most important indicators of the quality of a school, and provides the kind of information the consumers of education - parents - need as a basis for choosing one. But the evidence we have gathered of parental opinion in Cambridge Accountability Project (CAP) schools suggests that a considerable number of parents value the human qualities of schools above their technological efficiency in maximizing examination success.

In the light of this experience I could understand how teachers' perceptions of parental values can become equally distorted. There is undoubtedly in any community a group of parents, varying perhaps in size, who stress examination success. They are always a very visible group, articulate at parents' evenings, forceful in individual approaches to teachers, prone to writing to the press and the local authority.

Their high visibility gives teachers, administrators and the media the impression that they speak for parents generally. But in the light of our research in the CAP schools I would claim that every community has another, even sizeable, but more silent and less visible group of parents.

These parents do not hold schools accountable against product criteria like examination results, but against process criteria which pick out their capacities for human relations. Rather than adopting a technological perspective on schooling, this invisible group of parents adopts a predominantly humanistic one. They are not unaware of the role played at parents' meetings by members of the more visible group. Moreover, they do not necessarily see members of this group as at all representative of parental attitudes to education.

As one of them remarked: "There is a vocal minority - I think it is a minority but you can't tell because the rest are not vocal - who have high children, or think they have even if they haven't, because you can never be sure about your own children - who perhaps push for streaming for instance. . . . I don't think you would ever push for streaming if you felt your child would be in the bottom stream."

I shall use the CAP interview and questionnaire data to describe the cluster of concepts that parents who adopt a humanistic perspective tend to employ in making judgments about schools.

In his case study of Holbein School, Rex Gibson comments: "The yardstick by which they [parents] increasingly measure the school is the experience of their own children ('if he's happy, I'm happy')." He cites the following example from a parent interview:

"I came home with [another parent]. She was telling me about her [children]. They really hate it - so she doesn't like it - I couldn't say why - whether it's to do with a comparison with their previous school. I don't know. [This parent stressed her own child was happy at Holbein]."

This theme of the child's personal happiness at school recurred in other CAP case studies. David Bridges reported on the "Classroom 79" project, organized by the PTA of Robert Peel Upper School: "The idea was that parents would be given the chance to find out something more about the school's approach to its main subject areas by actually participating in a lesson taught by one of the teachers."

At least one of the 70 parents attending was there to find out more about a teacher her child hated.

Mrs S.: "There are two particular teachers, it's obviously a personality thing, he doesn't get on with them. One he does now, we ironed out the difficulties. The only way I could get to find out more about this particular teacher was to go to it - it was an excellent idea - they had not, in fact, done so. It is also worth noting that the fastest growing section is the Venture Scouts (16-19 year old)."

Such parents tend to be affluent, and the fathers particularly have "got on". Many of the Uplands fathers I interviewed occupy responsible managerial positions. Perhaps they had reached a vantage point from which they could understand that "academic achievement", "getting on", and "material prosperity" did not necessarily bring personal happiness. Some may even feel they have paid a price for their "achievements".

taken an instant dislike to one of these two teachers, I might have been able to say 'Well that's it.' But 'no' it was nothing like this at all. I came back home and said 'What's wrong with the guy? He looks alright to me.'"

In my own initial interviews with Uplands' parents I was surprised by the extent to which some parents placed their children's personal happiness above academic success as measured by examination results: "... I think it's great if you can have a child who comes top in everything and wants to go on and do all these things, but to me it is much more important that they are happy at school."

As they explained their objections to placing too much emphasis on examinations, the parents often elaborated on the personal happiness theme by linking it with other concepts. Mrs Ryan, for example, associated happiness with children's personal and social development at school; their increasing capacity to communicate with others and thereby create satisfying personal and social relationships. Children became happy at school when it enabled them to engage in this kind of social learning, and for Mrs Ryan such learning was far more important than learning for exams.

"... as Julius [her ex-husband who was also present] has said before, we are all going to have to rethink... I mean it is getting closer and closer, and we are going to have to stop it all - pitching ourselves forward to the cliff edge. Somebody has got to stop and say 'We have got it all wrong. We have got to have a different concept of what life is, and the thing that we want is communication... I mean you get a bloke who comes out of Cambridge and he can't talk to his mother or father - he can't relate or anything else. What good is he to anybody? So unless you get people who can relate, and who can laugh, and convey some kind of joy to their fellow men, you are not educating... Parents need to be taught as well, that we can't waste education. This chance we have got of seeing what the solution is."

Mrs Ryan's comments suggest a reason why a significant group of middle class parents like herself give as much emphasis to their children's happiness at school and its provision for their personal and social development as to their success at examinations. (My own research at Uplands indicated that the humanistic outlook tended to be more widely shared by parents from class than working class parents.)

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Such parents are not in romantic revolt against the competitive society and the "rat race", but accept it and want their children to make their way in it; but not at the price of happiness. They do not despise examination success and the opportunities it brings, but they want schools to balance it against provision for personal and social development.

During my research at Uplands I came to think that many parents interpreted the idea of "the balanced curriculum" rather differently to teachers. It did not simply mean a balance of academic subjects, but rather a balance between the kind of academic knowledge assessed in examinations and socially useful knowledge. I was surprised by the number of Uplands parents who approved of the various 'integrated studies' schemes operating in the school. Could it be that they perceived integrated studies in terms of socially useful knowledge?

Certainly Mrs Ryan did: "I like the idea of it applied to the environment they [the children] live in. It's all so reasonable and sensible." Her view of worthwhile knowledge is perhaps echoed by this Holbein parent whom Rex Gibson interviewed: "My criticism - and I make it of [the other school in the town] too - is that it's too geared to examinations and not enough to general knowledge."

Some parents linked the "personal happiness" theme with a view of learning as an enjoyable experience in its own right, and something which ought to continue throughout life. One parent, for example, argued that the publication of league tables of examination results would pressurize schools into stressing results to the exclusion of enjoyment, and thereby stifle any subsequent desire to learn after schooling was over.

Many of the instances of "not being bothered" were cited by these parents in criticism of teachers who relate to pupils largely on the basis of their predicted performance in examinations.

"The teachers haven't given up. I'm afraid some of them at the last school had done that. They had decided that my lad wasn't in the 'top stream' of anything, so he'd probably end up driving a tractor and they weren't going to bother to teach him anything but driving a tractor. I think this was their attitude. And they were very pleased if the children actually managed to get through their time in the school without breaking windows rather than teaching them anything. There is a complete transformation in his approach to work here. He is a lot happier and he has achieved a lot more."

Many parents do not associate the caring and happy school with the school where pupils have an easy time. The humanistic ethos they value is not felt to be incompatible with hard work. "I think it's a very good school where the pupils are happy and hardworking."

From Old Town Girls' School, until recently a grammar school with a good academic reputation, a parent and governor reported: "They [the parents] like the fact that the children have this sense - they get this sense of the individual being important. I think that comes through very strongly. And they like the fact by and large that the children are worked very hard. And the work actually catches out in terms of very good results. So on all those three counts it seems to be a working school and a caring school."

This parent argued that the enjoyment of learning ought not to be sacrificed for the sake of maximizing its utility for pupils on the job market. In doing so he was aware that this is a difficult decision for teachers to take.

The idea of the happy school concerned about the personal and social development of its pupils is closely linked in many parents' minds with that of the caring school; in which the staff are more concerned about children as

developing persons than their potential for maximizing its examination results. It would be difficult indeed to imagine a school which catered for its pupils' personal and social development but showed little concern for them as individuals. Such concern would seem to be a necessary enabling condition for such development.

We found that this value of "concern for persons" lay at the heart of many parents' criticisms of schools they perceived to over-stress "examinations". In her research at Highstones School, Jennifer Nias discovered that: "Parents are very sensitive as to whether or not teachers seem to 'be bothered about' their children. They frequently quoted to me instances from their previous experience of teachers 'who weren't bothered'. They made distinctions between individuals in this respect, and were appreciative of those who were 'bothered'... You can tell the ones to whom it's just a job..."

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This article is based on a chapter from School Accountability: The SSRC Cambridge Accountability Project, by John Elliott, David Bridges, Dave Ebbutt, Rex Gibson and Jennifer Nias, published this week by Grant McIntyre (£3.95).



By Third World standards, Libya's education system has been transformed during the 13 years since Colonel Muammer Gaddafi overthrew the old monarchy in 1969. It has been achieved on the basis of oil wealth, and through the importation of foreign - largely European - approaches to education. But Libya is a country undergoing almost constant political change, and the ideas of the "Revolutionary Leader" Gaddafi are not always consonant with the goals and operation of the education system.

Seven hundred thousand pupils are enrolled in primary education for the 1981-82 academic year, according to official figures. At all levels, from primary to university education, well over 900,000 students are in full-time education - about three out of every 10 of the country's tiny population.

Colonel Gaddafi's portrait is often to be seen in the classroom, and school corridors feature models of the cover of his Green Book, which sets out the ideas which are officially supposed to guide Libyans. Recently, I visited a boys' school in the Saharan town of Sebha, and was shown a lesson in which a class of 10-year-olds were following the thoughts of Muammer Gaddafi on "direct democracy" - the people's congresses which, in theory, run the country's affairs. But their copies of the Green Book were evidently brand new - hardly the best-thumbed of textbooks.

The school has 500 pupils, aged between six and 15, and thus covers what Libya terms "primary" and "intermediate" (or sometimes "elementary" and "preparatory") stages of education. A new school, opened only three years ago, it serves the Al Jadid district of Sebha, one of the town's eight neighbourhoods.

The headmaster, Ibrahim Abdullah, said that the school aims "to give the best we can to the pupils to carry on the First of September Revolution". The school and its grounds are maintained by pupils and staff, their tidiness is in marked contrast to the rubbish-strewn streets of the untidy town, where every sandy street is the scene of construction activity.

Caring for the physical appearance of the school, Ibrahim Abdullah said, was a practical demonstration of the exhortation in the Green Book that a dwelling belongs to those who live in it, and that they must care for it. "We want students and staff to work together to make this the best school in Sebha," he said.

Students follow a national syllabus in basic subjects such as Arabic, science, mathematics and other compulsory subjects. The school has more control over the teaching of optional subjects; the example of such subjects advanced by Ibrahim Abdullah was that in a boys' school, pupils would learn basic agricultural techniques, while a girls' school would offer home economics. Pupils sit examinations at the end of each term and at the end of each school year.

These are very formal matters. I was shown the entries in a termly art exam from pupils in the third year of the primary section of the school. Two subjects had been set; an invitation to a party, and a military parade such as that held annually in Tripoli's Green Square to commemorate the Revolution of 1969, an event made familiar by television to every Libyan. The drawings were on officially-supplied paper, complete with the national crest - an eagle.

By Third World standards, the school is well equipped. There are laboratories, sports facilities, a woodworking room, and even an internal broadcasting system. But by European standards, facilities are limited and equipment old-fashioned. A general science laboratory had basic chemicals, equipment for elementary experiments in electricity, mechanics and hydrostatics, and plastic models of the internal organs of plants and animals.

It was all reminiscent of 11-plus general science teaching in England a decade or more ago. There was sufficient equipment for the teacher to demonstrate - but not for pupils to participate.

A biology lesson - on bacteria - was in progress. The teacher had no obvious visual aids, or even charts. Apart from a forlorn half-scale human skeleton, he was relying on "chalk and talk". Thirty 13-year-olds listened attentively. There was an adequate supply of text books, and I was shown a stack of educational films.

Sebha is the town which has been chosen as the centre for agricultural and industrial development of the Sahara. Many of its 80,000

## 'A forced stultification of the masses'



How is Colonel Gaddafi managing to square his view of compulsory education with his revolutionary aims for Libya? Phil Kelly reports

Inhabitants are former nomads who have been induced to settle by free housing and generous government grants. For many in Libya, the education system is the key in turning their children into citizens of a modern state, and equipping them with the skills necessary to run a modern industrial economy.

The educational authorities in Tripoli help us particularly because they understand that Sebha was a backward area and development here was important," Ibrahim Abdullah said. "After the revolution, we are trying to create a new Libyan man, a new human being for the future."

There are 35 teachers at the school, all Libyans, though most trained abroad. One teacher, who had completed his education in Egypt, was anxious to tell me that Libya could now train enough teachers itself.

Teacher education is confused by the fact that teacher training for primary schools used to be a two-year course, followed mainly by women, which began at the conclusion of the "intermediate" 11 to 15 stage. Matters are further complicated by the fact that many children of formerly nomadic families have not

had their exact age registered with the authorities, and the age steps are therefore rather approximate.

But there is now a shift to a proper teacher training course, of four or five years, beginning at 15; at the end of intermediate education. In 1978, only 5,500 of 28,000 trainee teachers were on the shorter course, more than two-thirds of them women. At the same time, general secondary education is being extended. In 1978, 28,000 students were in general secondary education, though only 6,700 were women. Ten years previously, secondary education had only just over 7,000 students, with just over 900 women.

The understanding of most Libyans: still apparently has not caught up with these changes. At a girls' secondary school in Sebha, we were told at first that the establishment was "a teacher training college". In fact, it was a general secondary school for girls - though with a difference. It was under military command.

Students follow a course which has five parts of normal educational topics to two parts military training. The military subjects include communications - signals - and the handling

of light automatic weapons for self-defence. The Commandant, Captain Mohammed Mahmoud El Da'in, explained that the school intended to carry out the exhortation of Colonel Gaddafi that the standing army should eventually be replaced by "the armed people". I saw instructors - men and women army officers - showing the girls the handling of American-made radio equipment, and supervising the assembly and dismantling of the ubiquitous Soviet-designed AK-47 Kalashnikov rifle. School uniform is olive green tunic, military style.

But when the students assembled in the afternoon sun for the last parade of the day, there was a noticeably casual attitude to the proceedings. There is more of a military atmosphere about some British public schools. Students also add individual touches to their uniforms - many wear brightly coloured scarves, most large gold earrings.

They came to attention, stood at ease, and heard announcements from the head girl, wearing warrant officer's insignia. They dismissed, and left the parade, disappearing with groups of friends into the sandy streets of Sebha. Because of the ages of the students, many of the young women at this school are married, and husbands waited at the gates to collect them, in the Datsuns and Peugeot trucks which abound in Libya.

The education system is evidently playing an important role in the country's economic development. At higher levels, 7,500 students are enrolled in Higher Technical Institutes - polytechnics - offering degree and sub-degree level courses, and there are about 15,000 students at the country's two existing universities, Gar Younis in Benghazi and Al Fateh (Revolution) in Tripoli. At the end of November, Colonel Gaddafi formally opened Libya's third university - the technical university at Mars Brega, on the coast of the Gulf of Sirte, though this institution as yet has only a handful of students.

Despite its evident economic contribution, the education system has not matched up to civic matters. The revolutionary leadership is aware that, as in most countries, the continuation of political matters depends on a handful of activists. In his Green Book, Muammer Gaddafi says that "compulsory and methodized education is in fact a forced stultification of the masses". The suspicion among the leadership is that the schools and universities are turning out people who will expect that their education will bring with it a comparable social status.

Worse, they may expect to sit back and not to participate in the people's congresses, the local meetings which, according to Colonel Gaddafi's teaching, are supposed to run the country. Revolutionary doctors and engineers, and one Libyan official said, are supposed to put their skills at the service of the people, not to benefit from them personally.

In February 1981, the Education Secretariat (Ministry) announced that it was studying plans for increased and earlier specialization, and greater concentration on science in secondary schools. In March, Colonel Gaddafi declared at a graduation ceremony at Al Fateh University that the education system was "out of step with Libyan society, and should be replaced by a revolutionary one". In April, he returned to the theme, telling students at Gar Younis University that "the world is changing, temporary practice of curricula being determined by those of who control governments, together with compulsory education, works against individual choice". The specialization plans have disappeared.

In November, at a special meeting of the General People's Committee for Education - effectively, the committee of Libya's legislature - which supervises the Education Secretariat - Colonel Gaddafi himself turned up to enquire about progress in "revolutionizing the curriculum".

This debate is being conducted in public. The official news agency Jana recorded the leader's critique of the education system, and his urgings that the education authorities should "stage an assault on the traditional education hierarchy".

The dilemma between an education which provides necessary skills, and one which provides the social and political mobilization needed in a Third World country, is not unique to Libya. It is unlikely to be solved, either there or elsewhere, in the short term. Libya is trying to extract from western education the necessary skills for a modern society, while rejecting much of the ideological framework which often accompanies it.

## Acting against racism

In Toronto school boards have a detailed programme to prevent racial incidents and foster links with ethnic minority families. Martin Loney suggests local authorities would do well to consider the city's enlightened programme



School board members are prominent in the 'Ban the Klan' campaign in Canada.

Lord Scarman's limited reference to the role of education in making a response to the inner city disorders highlighted the need to improve training and home-school liaison.

His proposals reflect an emphasis on the primacy of preparing "all our children, whatever their colour, for life in Britain". His concern for teacher training leads him to warn "against the danger of a 'reverse racism' in attributing all the ills of black people to exploitation by white people". That this point should be singled out for attention, in the seven-line statement on teacher training, is little short of remarkable.

The conservation of Scarman's comments, and the failure to produce proposals which might create an active interest in home-school liaison among ethnic minorities, becomes clear when the experience of the Toronto school system is considered.

The Toronto Board of Education is the elected body responsible for running the non-Catholic public-school system in Canada's largest city. Toronto continues to be the main recipient of immigrants into Canada, and the growing number of Third World entrants produced a predictable increase in racist activity both in the schools and elsewhere. This has never mitigated the intensity of racist activity in the UK, but the Toronto School Board can claim some credit for having made a forceful counter-offensive.

In 1978, the board approved proposals to modify the curriculum to ensure that appropriate material on visible and ethnic minorities in Canada be integrated into the curriculum. Such material was not only to include mention of the positive achievements of minority groups, but was also to cover

"facts of Canadian history which reveal poor treatment of ethnic/visible minorities in Canadian life".

No less than 24 individual recommendations detail the board's policy on racial incidents in the schools. These are framed in line with a specific commitment that the board will not tolerate "any expressions of racial/ethnic bias in any form by its trustees, administration, staff or students". School principals are obliged to make it clear that no racial abuse will be tolerated and to publicize board policy. School staff are instructed to take action, of varying degrees of intensity, on any racial incident which they observe.

The policy specifically limits the discretion of the school: "discretion does not extend to either refusing to investigate any incident or ignoring any incident". Schools are instructed to take immediate steps to remove racist graffiti, and teachers are guaranteed comprehensive legal assistance if involved in any violent incident while implementing board policy.

The school board, in contrast to the approach characteristic of many British education authorities, actively seeks to bring its policy to the attention of parents and the wider community. Incidents involving students which occur outside school property are also followed up, and provision is made to bring a

variety of community agencies into the schools "where racial/ethnic tensions threaten to disrupt the normal functioning of the school". This includes collaboration with the local equivalent of the CRE, the Ontario Human Rights Commission.

The activities of the Klu Klux Klan in Canada have caused some concern and school board members are prominent in the "Ban the Klan" campaign. In marked contrast, one of the reasons given for the recent dismissal of Alan Corkish, during the dispute over canings at Litherland High School, Sefton, is that he approached the local community relations office over the harassment of black children by white students wearing Klu Klux Klan dress.

The key to the generally recognized success of the Toronto school board's policy has been the recognition of the centrality of children's home culture. In Britain, immigrants have generally relied on "Saturday schools" and religious organizations in attempting to maintain the link between their children and their own indigenous culture. In Toronto, Heritage Language teaching is provided by the schools and organized by the school board to ensure that parents' language and culture needs are met, across the city. These classes are usually held at the end of the school day. The needs of Afro-Caribbean children are met through the parallel Black Cultural Heritage Programme.

One effect of these initiatives has been to foster a dramatic increase in parent involvement, in part mobilized through ethnic associations. Each school programme has a liaison committee of parents and staff responsible for the programme's direction. A well-funded school-community liaison division works with the different ethnic communities to encourage participation.

A measure of the programme's success is that the board is under increasing pressure to incorporate Heritage Language and Black Cultural Studies into the regular timetable, rather than holding the classes at the end of the school day. There is already a provision for this, but only where parents and schools specifically agree to do so.

The Toronto experience suggests that an enthusiastic embracing of the home culture provides a firmer basis for school-community liaison than Scarman's more cautious proposals. It also demonstrates the ability of committed public officials to counteract racism by confronting it openly and energetically.

Those who are concerned at the educational effects of devoting resources to second language and cultural studies programmes might bear in mind that in Canada this is additional to the provision of a vigorous bilingual, French/English programme within the school system. British education authorities might profitably study the Toronto experience.

Martin Loney is lecturer in social policy in the faculty of social sciences, Open University.

## More discussion, less talk

In a recent major survey on sex education, three-quarters of the respondents felt that visiting specialists rather than teachers should teach the subject in schools.

Robert Chester reports on the details

Little is known about attitudes towards sex education in schools. This lends some interest to recent survey responses from 6,000 women's own readers. These included all ages from the teens up, and on many issues there were high measures of agreement. The great majority (78 per cent) saw sex education as ideally a joint responsibility of parents and schools, and only 1 per cent resisted the notion that schools had a part to play.

About half, 52 per cent, favoured a required provision in schools, and a further 42 per cent wanted discretion to be jointly with schools and parents in consultation, leaving only 4 per cent who felt that schools should have sole discretion. Six out of ten favoured a parental right to withdraw children from sex education, either on any grounds (40 per cent) or on religious grounds only (20 per cent). Teachers were much more inclined than

the older respondents to deny the right to withdraw, while parents supported the right more than did non-parents, particularly if they had daughters. Some 52 per cent overall thought that schools should be required to inform parents about the nature of their provision, and almost all the remainder felt that they should be encouraged to do so, again giving evidence of some notion of partnership. The majority of respondents (78 per cent) wanted there to be a recognised and agreed programme of sex education rather than that

content should be left to school preference. Since such a programme does not exist, this finding might be considered a stimulus to create one, particularly as there was considerable agreement about what such a programme might contain.

The table shows, in descending order of agreement, the items which it was thought might be included:

Thus, for 13 of the potential items there was at least 60 per cent support. Only teaching on sexual techniques was widely rejected (even by teenagers), and for the group 1 items support approached unanimity. Contraception was, perhaps surprisingly, almost uncontroversial, since in all age groups the great majority favoured inclusion (as did 90 per cent of Catholic respondents).

For many group 2 and group 3 items there were some age differences in support, with the youngest respondents being keenest for inclusion, although even so there was still majority support in the parental generation for each item.

It is not known what sequence respondents envisaged for the various topics, or what age

1. Physical development	90%
Human reproduction	98%
Veneral disease	97%
Pregnancy	96%
Contraception	95%
Emotional development	94%
Family relationships	90%
Love	89%

2. Child care	80%
Moral issues	80%
3. Abortion	72%
Sexuality	69%
Homosexuality	69%
4. Sexual techniques	30%

was felt appropriate for their introduction, but there was a clear wish for a broad syllabus. In associated correspondence there are scathing references to biology-based lessons and visits by the tampion lady, with altogether a feeling that schools too often scribbled on sex education.

Respondents were asked what had been the single most important source of sex education in their own case, and school, (with 17 per cent) ranked last, behind literature (33 per cent), friends (25 per cent), and parents (20 per cent). This may be why 76 per cent of respondents felt that sex education would better be done by visiting specialists than by schools' own staff.

As to teaching style, 94 per cent felt that this should involve discussion methods rather than just talking by teachers. There were hints that to some extent this near-consensus masked differences of motivation, with the youngest respondents, perhaps - thinking of opportunities to get down to specific points, while older people were maybe thinking of the introduction of moral context.

Indeed, differences of motivation may have been present in other areas of high agreement; but even so there was agreement about desired provision, whatever the underlying motives may have been. Overall, these respondents wanted schools to see themselves as partners, and to have a systematic programme, covering a wide range of topics, using discussion-based methods and involving outside expertise.

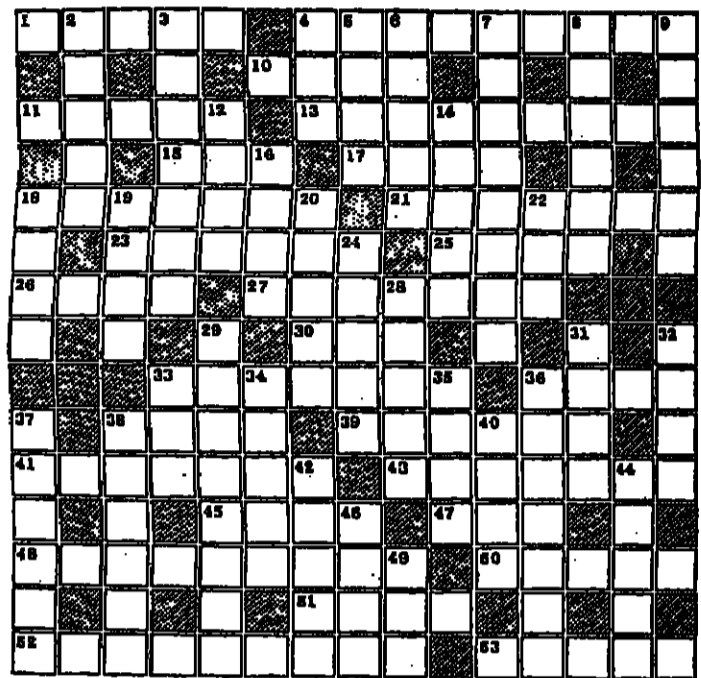
Robert Chester teaches in the department of social administration, University of Hull.







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- Across**
- 1 Spiced lowenry
  - 4 Part of a Milton title
  - 10 A month, nothing more, in Ireland
  - 11 He won't settle down
  - 12 22 down should be this
  - 13 Cotton only, no to speak
  - 14 Head of a chapter
  - 15 Denizen of the ultimate dish
  - 16 Frequently under observation
  - 17 What's in this stand out
  - 18 Flighty word
  - 20 If the end of this guru in the way the whole may result
  - 21 Returns (reag.)
  - 22 Happen afterwards
  - 23 Climbing instead to man
  - 24 There's a lot in this volvo
  - 25 This elephant has lost his head
  - 26 A turn for the worse
  - 27 Done with a coarse file
  - 28 Tool torn (reag.)
  - 29 This rodent's going back
  - 30 Makes a plaything with his past
  - 31 Wants confidence
  - 32 A mixed welcome means getting the bird
  - 33 This girl seems to be eating backwards
  - 34 The men in the moon
  - 35 A pinch of sand will make it dry
- Down**
- 2 Heraldic gold between mother and me
  - 3 Out of countenance
  - 4 Types this writer and get a sharp reproof
  - 5 Intensely watched
  - 6 A name inside the things, become trumpet
  - 7 A religious service
  - 8 This horseman has dropped as a hound like a cautious song
  - 9 This ought to be square
  - 10 Monestary stoppage
  - 11 Written briefly
  - 12 Calverley's picturesque scholars carved their names on every one
  - 13 Title of a drama
  - 14 Preceded advantage
  - 15 Parents in a negative way
  - 16 Used to be somewhere in France
  - 17 Happen afterwards
  - 18 Climbing instead to man
  - 19 There's a lot in this volvo
  - 20 This elephant has lost his head
  - 21 A turn for the worse
  - 22 Done with a coarse file
  - 23 Tool torn (reag.)
  - 24 This rodent's going back
  - 25 Makes a plaything with his past
  - 26 Wants confidence
  - 27 A mixed welcome means getting the bird
  - 28 This girl seems to be eating backwards
  - 29 The men in the moon
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**arts**



**Walk on the wild side**

Geoffrey Parkinson on a shocking case history

H-Autobiography of a Child Prostitute and Heroin Addict. By Christiane F. Corgi Books £1.50. Christiane F. Various cinemas.

At the age of 13, Christiane F. descended into hell; she commenced the processes of her decline and the various attempts that were made to save her.

Christiane F. could probably best be described as an orphan with parents. Her father was a domestic psychotic; outside the home he was a fine enough fellow but as he entered the front door the whole family trembled in anticipation of seeing what innocent misdeed would attract his lunatic rage. Christiane's mother masculinistically played the role of peacemaker until Christiane was six and then banded herself and her two girls off to a place of safety.

Fear of father was now replaced by the futility of life in a high rise block of flats on the outskirts of West Berlin. Intelligent but labile Christiane found her self-preoccupied mother happy enough to buy her off with pocket money; maternal care was usually only dished out at times of crisis. Christiane received the freedom to either develop or destroy; unknowingly she decided to destroy.

But perhaps all might still have been well had the safety nets of education and community care been reasonably effective. However primary schooling that should have confirmed the portrait of inadequacy and indifference: "We had a woman teacher and she was completely helpless. She kept shouting 'sit down'. But the more she shouted the worse they got, and the others just laughed." On the other hand community services that should have permitted wide opportunities for personal expression were inhibited and institutionalized. At the Adventure Playground, for example, they kindly allowed us to build something while a social worker watched to see we didn't hit our fingers with the hammer.

not to be climbed and games that could only be played under careful restriction. Christiane came to the sad conclusion that adults were aiming to create a world that was "more and more perfect", the necessary muddle and mess of children had no place here.

The arrival of adolescence found Christiane totally vulnerable: "I was twelve, my breasts started to develop and I began, in a very funny way, to become interested in boys and men. I thought them strange creatures. They were all brutal." But sexuality had to wait to make its full claim upon her life and when this finally came about it was to be largely in the cause of crude commerce. First of all Christiane felt compelled to make her emotional and social supplications at that great temple of teenage initiation - the disco. Here she was admitted into the cult of "being cool" and "put together".

Against the commands of disco dreamland, the values of secondary schooling shrivelled to insignificance; not that the educationists for the most part seemed to put up much of a fight: "I told myself you're not really interested in the teachers, you only see them for the odd hour or so. Why bother to please them? It's important to be accepted by the crowd you knock about with all the time. The way I carried on with the teachers was a bit much, but I had no real personal contact with them. Most of them didn't care a monkey's away. They had no real authority; all they did was to let rip." The real tragedy was that at least one teacher did care, but she could do little to stem the rising tide of Christiane's pleasure-seeking self-destructiveness.

Soon amphetamines and cannabis were to seem the mere peripheral trifles of life experience. "It's the total body orgasm we wanted to be worshipped and Christiane hardly hesitated. The trap was a terrible one. Ecstasy demanded a daily - twice daily - sacrifice and even then in the end somehow slipped away leaving chronic, debilitating dependence in exchange for a parody of peace of mind.

Drug pedlars prefer young women; they have a built-in mechanism for meeting the price of a fix. At first Christiane managed to raise the necessary "bread" by begging, but this gradually proved an ever diminishing resource for exploitation, then one agreeing to pay her 100 marks to masturbate him and Christiane made her entry into "The Game".

Even in street prostitution there are delicate sexual reservations. Christiane prided herself on permitting vaginal penetration. Perhaps paradoxically - to the tortured - she didn't mind giving "off" (fellatio) nor did she have any objections to customers who were full penetration however she was an invasion of her personal space and emotional independence and therefore not to be yielded lightly. In fact the day was to arrive when she would face a terrible threat and turkey!

Both the book and the film of Christiane F.'s life show all the hallmarks of authenticity: the vulgarity, the stilted dissembling that expels pushers and punters alike and their clients; the ambiguity of the police that perhaps meant that officer who'd picked up Christiane for soliciting decided he'd enjoy a fringe benefit by buying her book. In the police van. But perhaps most disturbing of all is the portrait of a determined, ignorant, desperate young woman who is more concerned with the needs of the indulged/deprived young.

Attempts to cure Christiane by near anachronistic group therapy and case-work counselling seem almost totally ineffective. In the end she is dispatched to the home of her grandmother in a small country town, hundreds of miles away from Berlin. In a world of disorientation, loss of opportunity and the care and concern of family elders finally being sent back to a precarious normality. But of course Christiane F. remains at risk. The god who allows its acolytes to forget the seductive path to decay and death still willingly waits to be trodden.

**Cautionary tale**

What struck me most about Ripplloh's *Taxi zum Klo*, a film from Berlin about a gay schoolteacher, and winner of the Max Ophüls prize, was the, to English eyes, Germanic quality of the thoroughness of its coverage of the anatomy of male homosexuality, and therein lies the film's strength and its weakness.

It was courageous of Ripplloh, who is writer, director, and chief protagonist, to blaze a trail with this unflinching autobiographical tale.

From the point of view of the heterosexual, however, it seems a pity that Ripplloh has concentrated so heavily on his private life, on the surlies into the world of urinals, on leaving nothing to our imagination, rather than on the tensions between his professional life and the attitudes of others towards his sexual predilections.

By day Frank is in class; by night he cruises. The latter habit jars less with his work (except for the lack of marking time) than with his home affairs which take the form of a resident lover who seeks the stability of a married life. Yet, eventually, Frank has to relinquish his post, having arrived at school in drag after a queen's ball (at which, incidentally, music from *Cabaret* is played - fiction becoming fact, or



**Japan revisited**

The Great Japan Exhibition. Royal Academy until February 21.

The appearance and layout of the second part of the Great Japan Exhibition remains the same. Some extensions equally superb have replaced them; there is no diminution in the visual impact.

Armour, ceramics, screens, fans, paintings, lacquer, block prints and textiles form the bulk of the exhibits which range in size from delicately carved netsuke 3 cms. in height to vast screens 360cms long, their gold backgrounds printed in small squares of subtly textured gilding.

In the art of lacquer the Japanese far surpass their teachers, the Chinese. The process is complicated and tedious as many applications of lacquer, each rubbed down with a whetstone, are needed before the lengthy operation of applying gold

and a pattern can begin. The picture above, of seventeenth century writing box clearly underlines the extent to which Art Nouveau drew its inspiration from Japan.

It is important to bear in mind the fact that all the textiles whether woven, printed, or embroidered were coloured with natural dyes and the patterning was achieved without easy modern methods. Some idea of the degree of skill can be understood from the display of intricately cut paper stencils. Refinement is present in all the exhibits, frequently combined with a bold theatrical conception and it is this combination which is unique. The booking arrangement for teachers allowing school parties to visit at half price continues and the Royal Academy shop has an excellent selection of books on the crafts displayed.

Betty Tadman

**Talking about art**

Looking at Art: A History of Painting and Sculpture. By Norbert Lynton. Ward Lock £7.95. 0 86272 004 4.

There is no mention of Caravaggio, that vital turning point for most art historians, and whole movements like The Fauves are relegated to a few lines out of chronological order, but Norbert Lynton's book, nevertheless, is still something of an achievement. What he has done is to select paintings and sculptures, and on two or three occasions whole ensembles, from prehistory to the present, and in writing succinctly about them let the history of art speak largely for itself.

It has the effect of diminishing contextual factors in the making of art it does not, as the publishers' claim, raise art above the social and political context" altogether. In fact, what Lynton has to say about Aztec facades and half the pages on Dutch seventeenth century painting details the effects of the new, mercantile middle class. Almost every

other page too has some reference to influences outside art.

Given Lynton's approach this is not surprising. Getting to know different kinds of art, he suggests, is like getting to know different sorts of people, adding of the works themselves that, "Some are like arguments or speeches; others are more like descriptions of places and persons." Narrative and dramatic elements, he finds everywhere, even in an abstract painting. Often enough, at least, to satisfy his claim that, "Art is the human race talking to itself."

Addressing himself to the young or general reader, Lynton adopts a conversational tone. Deftly establishing links between widely different artists and works he constructs a sufficiently supportive context in which to deal with the often difficult images of modern art long before he arrives at them. When he does, he reveals himself to be both a shrewd and sympathetic commentator.

Michael Clarke

**Music and legends**

There have been plenty of Cinderellas to go round this season: away from pantomimes and ballet, *La Cenerentola*, the Rossini's opera, has her picture-book published recently along with *Lohegrin* (£4.50 each) by Julia MacRae books.

It is difficult to know quite who these books are intended to woo and whom to serve: jaded adults with cultivated tastes, a new generation of opera-goers, musically-aware children eager to spend Christmas book-fringe benefit by buying her book. In the police van. But perhaps most disturbing of all is the portrait of a determined, ignorant, desperate young woman who is more concerned with the needs of the indulged/deprived young.

Attempts to cure Christiane by near anachronistic group therapy and case-work counselling seem almost totally ineffective. In the end she is dispatched to the home of her grandmother in a small country town, hundreds of miles away from Berlin. In a world of disorientation, loss of opportunity and the care and concern of family elders finally being sent back to a precarious normality.

But of course Christiane F. remains at risk. The god who allows its acolytes to forget the seductive path to decay and death still willingly waits to be trodden.

marginally less successful: its synopsis-style framework, its prose transitions (why?) for the one or two songs included, its rather stilted Latinist style tend to weigh down the fairytale and are at odds with the bright vigour of Emanuele Luzzati's enigma-and-collage costume-design type illustrations. Children may not enjoy so much the more severe, formalized two-dimensional illustrations for *Lohegrin* by Maria Antonietta Gambaro, but well-chosen words carry the story along swiftly, while keeping a sharp ear open to both the opera's music and to the legends and history from which Wagner drew.

Hilary Finch

**Among this week's contributors:**

Douglas Johnson is professor of French history at university College, London  
Geoffrey Parkinson is a probation officer  
Gillian Pele is Fellow and Tutor in Politics at Lady Margaret Hall, Oxford  
Paul Wilkinson is professor in the politics department of Aberdeen University

**Wonder now**

Last summer I reported the loss, through disagreements during rehearsals of one of the four plays chosen to be performed in the first Midlands Festival of New Writing in Birmingham. That play, *You're Wondering Now!* by Jon Gaunt, has now been presented by the Belgrade Youth Theatre at the Venue, the Belgrade's studio theatre, in Coventry.

You can see why Mr Gaunt, a final-year drama student at Birmingham University, held out for the production he wanted, for it is his first play and he has sought to set up a sequence of expressionistic images rather than a narrative, which, apparently, is what his first director wanted to make of it.

A member of the Youth Theatre himself, Mr Gaunt has received a sympathetic response from the director, Jon Vernon, and eight actors, seven of whom play teenagers in an assessment centre, while the eighth, Dexter Hanoomansingh, delivers a beautifully smooth rendering of the housefather's cosy, superficial philosophy.

In a dozen or so scenes that revert again and again to sexual frustration and confusion the characters, wearing institutional pyjamas and dressing gowns, play themselves - verging on violence the whole time and with not one lighthearted moment - as well as satirical stand-ins of parents, Open Day visitors, the Catholic priest and other people who hover in their lives.

No one character is shown in any detail, so no personal sympathies are elicited; the purpose, rather, is to show us a generalized flux. After reciting the Lord's Prayer piously as bid, they then do it again mockingly; in a world that pretends to be concerned the teenagers find cause for nothing but cynicism.

It doesn't quite add up to anything substantial but we can welcome a new writer who is making a bold attempt. Carinne Gabel, Rosa Roberts, Colin McCauley and Clive Owen grow and grow as actors:

D. J. Hart

**In the picture**

Old Mistresses: Women, Art and Ideology. By Rosalyn Parker and Griselda Pollock. Routledge and Kegan Paul £12.95. 0 7100 0879 1. £5.95, 0911 9.

The term Women's art is not only descriptive but prescriptive too, imposing on its evaluation a confusion of biological and cultural factors that prevents what the authors of this book argue to be the only appropriate way of considering it. Explicitly rejecting the view that women artists have acted outside the social and cultural contexts of male-dominated art production and appreciation, they convincingly show how women have worked both with and against the prevailing roles allotted them offering interpretations of artists as diverse as Artemesia Gentileschi, Rosalba Carriera and Mary Cassatt which subtly differ from both established male historians and more recent feminist ones.

Their concise account of the results of the separation of art from craft, the development of the academic structure and the exclusion of women supports their witty title and its emphasis on ideology. Central to their argument is the dependence of meaning on an already existing ideological structure which greatly determines any understanding and appreciation of what women can do. If this is true, the implications are immense and of great importance to art education.

Michael Clarke

Newham International Festival of Theatre in Education is to take place for the second successive year between February 7 and 13. NIETFE, organized in conjunction with Theatre Royal, Stratford East, will include Canadian, American and German companies as well as British ones. There will be workshops, demonstrations, performances in schools and the theatre and a daily forum. (Booking: 01 534 7574)

Frances Hill



books

Questions which cannot be ducked

Paul Wilkinson on teaching about terrorism

Terrorism. By Charles Freeman. Batsford £5.95. 0 7134 12305.

The dangers in writing for young people about the complex phenomena of international terrorism are indeed daunting...

Yet the business has to be attempted. Every news programme reminds us that bombings, assassinations, hijackings, hostage taking and other actions by terrorist groups are as much a part of our world as wars, famine and disease.

Bongo-bongo drums

Language and Linguistics: an Introduction. By John Lyons. Cambridge University Press £15. 0 521 23034 9. £4.50. 29775 3.

iwamp! iulpin. jem thwampus! iwand? ab piwasp! iulaplin! for which may be translated respectively: "He beats his wife (regularly)."

This seems to me, if I may say so with the greatest deference, one of the less solemn (but no less serious) items in this undoubtedly very well-documented and erudite outline of every aspect of linguistics, a discipline which, as it has progressed, has tended, one feels, especially with the emergence and development of Chomskyan theory, to treat itself

very sensibly reflected these developments by occasionally including questions on aspects of terrorism in their examination papers.

Two new books, one by the Jordanhill Project and the other by Charles Freeman, make a valiant attempt on the whole, highly responsible and job of providing brief and lucid introductions to the subject for the senior secondary school pupil.

The best part of the book is the main text ("The Pupils' Documents") composed with great care and responsibility, and written in language that any average O grade

pupil will understand. For example, the discussion of the relationship between freedom fighting and terrorism is handled very skilfully and fairly: "... not all terrorists are fighting for independence or political advantage in distant parts of the world.

Charles Freeman's book is aimed more specifically at the sixth form pupil and assumes a basic background in contemporary history and political concepts.

of terrorism as a form of proxy war are not brought out. Nor is it made clear that it is largely due to the obstructionism of these rogue states that effective international measures to curb terrorism have been blocked.

However, these weaknesses, though serious, are not fatal to the project. In my judgement, the most serious deficiency of the Jordanhill book is one of presentation.

Charles Freeman's book is aimed more specifically at the sixth form pupil and assumes a basic background in contemporary history and political concepts.

torical and political contexts, and sense of historical perspective, and wide knowledge of the literature of terrorism combine to make this the most outstanding introduction to the subject for the senior pupil.

... but should we just forget about international terrorism and dismiss it as a minor problem? No. First, although international terrorism may now be a relatively small problem, this is partly because governments have so far failed to keep it so.

As one who has been trying to communicate these concerns over many years to both academic and general audiences it is enormously heartening to find them expressed so lucidly for younger readers in the compassionate and beautifully balanced little book.

Changing the mix

Beachside Comprehensive, A Case Study of Secondary Schooling. By Stephen J. Ball. Cambridge University Press £20.00. 0 521 23238 4. £6.95. 29878 4.

Ball's study has a classical character which goes beyond the fashionable surfaces. It is the classroom and staff-room portrait of three years in a southeast comprehensive.

Essentially it is the story of how to survive, as recorded in notes, interviews with teachers and pupils. Corina, sent out of the lesson, makes faces through the classroom window.

It was to get away from the dreaded bottom band that the teachers persuaded a sceptical head and a hostile education officer to let them make the change to mixed ability.

The thinking eye

Learning and Visual Communication. By David Sless. Croom Helm £11.95. 0 7099 2319 8.

An earth mover is needed to coerce most people into understanding that to draw something is to figure it out and that such figuring out is called thinking.

Only a few of the staff (modern languages) were resolutely opposed though similarly only very few (English especially) were in strong favour of mixed ability and even then it was primarily on social and political grounds.

But, says Ball, "the most striking aspect of the analysis of the mixed ability forms is the absence of dramatic change. The chemistry teacher went on teaching the class as a class - by talking herself most of the time.

The strength of this book - which is in the tradition of Collin Lacey's Hightown Grammar, and David Hargreaves' Social Relations in a Secondary School - is that it gives proper emphasis to the social context of innovation in looking at the attitudes and behaviour of teachers and pupils.

Where, one wonders, were the professional advisers and others who are supposed to have something to contribute in precisely this area?

Public and private lives

Maria-Engels Correspondence. The Personal Letters 1844-1877. Selected and Edited by F. J. Raddatz. Weidenfeld and Nicolson £9.95. 0 297 7794X.

Schopenhauer wrote that great men are great only in particular respects and at certain times; but that aside from these, they are in commonplace condition.

Towards utopia

Radical Principles: reflections of an unconstructed democrat. By Michael Walzer. Basic Books (Harper and Row) £7.95. 0 465 06824 3.

Labelling Americans as "liberals" or "conservatives" has always been a tricky business. As Bryce noted, American parties seem to lack unifying principles and by European standards appear devoid of ideological content.

The emergence of a "New Left" in the sixties and the tactics it employed heightened the country's political consciousness and opened up divisions in the political system where previously all had seemed hand consensus.

Walzer acknowledges in the first section of the book that what he calls "liberalism" (though it is really best described as "democratic socialism") is in retreat.

Walzer distinguishes with admirable clarity five separate principles which may justify the coercive association of children in the school system.

Walzer distinguishes with admirable clarity five separate principles which may justify the coercive association of children in the school system.

Hot gossip

The Oxford Book of American Literary Anecdotes. Edited by David Hall. Oxford University Press £8.95.

In his preface, Donald Hall acknowledges his debt to James Sutherland's Oxford Book of Literary Anecdotes, but makes it clear that while Sutherland's collection dealt only with anecdotes that reflected the authors' attitude to writing, his own collection has "more latitude".

So what were they like? Someone reading the book with the title and names covered over could be reasonably expected to think that it was really "Who's Who in the Manson Family".

What bad luck for Alan Ball that his book has been published so close to the first Social Democrat successes, something for which his publishers, Macmillan, no doubt bear much of the blame.

Participation, organisation and community are themes which recur throughout the book and indeed Walzer sees the concern for mobilising on a community basis as the hallmark of the New Left.

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Party piece

British Political Parties. By Alan R. Ball. Macmillan £12.50. 333 30497 £4.95. 30498 5.

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books



W. Zwiail's Heritage of Tibet (British Museum Publications £5.95) is the sort of study which would make ideal ancillary reading for geography studies of that part of the world: it offers a concise, comprehensive and accessible guide to the cultural background. This photograph shows a group of noblewomen, complete with tallman boxes and traditional regalia.

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particular merits. This view, once standard, now flies in the face of fashionable opinion, both academic and journalistic.

Mr Ball argues his case through the development of the party system from 1867 to the present in chronological stages concentrating on the big guns - Conservative throughout and Liberal or Labour depending on the period, but mentioning the various third, fourth and fifth outsiders. This is all good solid student fare which gains a lot in interest from being used to support the author's thesis without becoming biased.

The arguments used by would-be reformers are presented clearly, and most are successfully condemned as at least not-proven. However, the centre party option, which Mr Ball sees as "the weakest of the suggestions for reforming the British party system", does look a bit more substantial than he admits.

The thesis is that our party system works at the very least as well as any plausible alternative, and that its deep roots in British history explain its

Carl Slevin



Feminism for Girls

is written for girls and young women and for people who are, like the contributors, currently teaching or working with girls. Illustrated throughout, chapters cover themes and topics which include romance and sexuality; girls' magazines, schools and careers and the reality of being a black girl in society today.

Jill Hiley's riveting book on the National Theatre's production of Brecht's Galileo is recommended reading for anyone with an active interest in the theatre. A strong recommendation... it offers you bags of gossip, factual details, amazing statistics and a genuine insight into the extraordinary logistics of a major production. Read it. You won't believe it. - James Fenton, Sunday Times

Feminism for Girls

An Adventure Story Edited by ANGELA McROBBIE and TRISHA McCAE ISBN 0 7100 0981 8 Paperback £5.95 21 January

Theatre at Work

JILL HILEY Illustrated with photographs by Zoe Dornale ISBN 0 7100 0915 5 £2.95 0857 Paperback £5.95

Routledge & Kegan Paul, 39 Store Street, London WC1



Lingo

A Dictionary of Education. By Derek Rowntree. Harper and Row £4.95. 0 06 318157 6.

Isn't it rather a sad reflection on educational writing that so many words used by educationists should need this glossary? But Derek Rowntree is one of the tribe, and knows that the need is there. So he has set himself up as a Transformer.

form... that allows it to be grasped by lay persons (eg students of the subject). That example is one of many words in the dictionary which, when used by educationists, has taken on a new meaning. Clearly they are within their rights in stretching the language in this way, because we learn that an Educationalist (or Educationalist), is "someone who is known in the field of education as a researcher or theoretician and enjoying greater prestige than if he (sic) were simply a teacher (which he may no longer be or even never have been)."

Not that Mr Rowntree is a glibble educationist. For instance he defines (italic) "purporting" (my own personal definition) as "pretending to be something which is not".

quoted above indicate why the book may be useful. They also give a good idea of the focus of many of the words to be found in it. There are other foci. Educational personalities from Adler to Wilderspin are well represented, as are the better known Reports and Commissions, along with some of the better forgotten ones. Educational initials are given space. How many readers would know that REM means Rapid Eyes Movement, or that PLATO stands for Programmed Learning and Teaching Operation? It is, we are told, "a widely used COMPUTER ASSISTED / MANAGED LEARNING OPERATION system, developed originally in the University of Illinois."

However, a dictionary isn't made to be dipped into at random, and for many people this may well prove to be a very useful reference book. And if, in saying this, I'm accused of APPLE POLISHING (US), I'm proud to be so labelled, as Apple Polisher. (The definition of this synonym will be found on page 12.)

Harry Ree

Peter Dornale

Pierre Watter

Craig Brown



# Animal images

Anthony Wootton

*Life on the Seashore.* By David Gilman. Macdonald Nature in Focus series £3.95. 0 356 07123 5.

*Animals that Live in Groups.* 0 370 30400 4. *Animals that Travel.* 0 370 30399 7. By Gwynne Vevors. The Bodley Head Young Naturalists series £2.95 each.

*Tarkina the Otter.* 0 7207 1292 0. *The Rajah of Bong and other Owls.* 0 7207 1293 9. By John Goldsmith. Grahame Dangerfield's Animal series. Peilham £4.95 each.

*The Beaver.* 0 416 05800 0. *The Stickleback.* 0 416 05830 2. By Margaret Lane.

*Methuen/Walker £3.50 each.*

*Chickaree, A Red Squirrel* By St. Tamara.

*Harcourt Brace Jovanovich £3.95.* 0 15 216612 2.

*Rabbit.* By Anne Clark. 434 93275 2.

*Black-headed Gull.* By John Sildworth. 434 96495 6.

British Museum (Natural History) Picture Books. Heinemann £4.95 each.

That way of presenting information about animals are almost as diverse as the subjects themselves is a point demonstrated by this current batch of junior nature books, all of which, one imagines, are directed primarily at the pre-teens. *Life on the Seashore*, one of a series of four on different environments, is a typical example of the ecological genre. Incorporating a generally well balanced combination of artwork and text, it is split between panoramic views of habitats (shore rock pool, cliffs, sand dunes, salt marsh), with the animals and plants existing therein and pages of selected species to look out for, illustrated on a larger scale.

The sections on rocks and pebbles and beachcombing are especially enjoyable, the latter with equal emphasis on natural and man-made debris; there is also a detailed explanation of tide movements, which may require some amplification from teachers/parents. Shortcomings mainly result from an apparent eagerness to illustrate rather too many organ-

isms, at the expense of individual clarity (eg in the salt marsh spread). The illustrated slipper limpets are not captioned or indeed mentioned anywhere in the book, even in the index, which is incomplete in other respects. Moreover, reference to the Portuguese man o'war (not a true jellyfish, incidentally) as "a group of animals" will surely produce puzzled frowns. It is, but the point needs explaining, surely. What this book will do, I think, is inspire enthusiasm, and one cannot really ask more than that.

The basic idea behind the already extensive Bodley Head Young Naturalist series is to link otherwise very different animals by similar attributes and behaviour. Thus, *Animals that Live in Groups* covers nine kinds of social animals, from baboons and penguins to dolphins and clownfishes, plus a representative of the social insects (wasps) as well. *Animals that Travel* could really have been titled "Animals that Migrate" since, with the exception of the army or driver ants (here rather misleadingly referred to as "Soldiers", a term generally restricted to a worker caste), all of the species described are true seasonal migrants - monarch butterflies, swallows and Atlantic salmon among them. Some reference to just how the animals orientate themselves on their often immensely long journeys might have fended off at least one of the many further questions that the brevity of these books will inevitably prompt.

Turning now to the animal monographs, two can be quickly separated as being about the devoted efforts of a few dedicated people to save them from destruction - in this case Grahame Dangerfield's *Wildlife Breeding Centre* in Hertfordshire and the round-the-clock work done there in rescuing wildings and breeding rare species. *Tarkina the Otter*, which eventually becomes the junior lead in the filming of *Tarkina the Otter* - and this despite being the wrong sex (hence "Tarkina"). *The Rajah of Bong* is an Iranian eagle-owl, just

one of the Centre's 200 owls, so many species of which are threatened not merely by habitat erosion but, even in Britain, by often unreasoning prejudice. Entertaining and informative, both titles are also excellent wildlife yarns.

The remaining titles are directly concerned with the behaviour of the animals in their natural environment, with particular emphasis on home-building and rearing of the young. Perhaps it is a deliberate publishers' ploy, but no more striking contrast could be made in this respect than between the home life of *The Beaver* and *The Stickleback*; the one involving construction, by both sexes, of an immense log-based "lodge"; the other a modest tunnel of reeds shaped by the male only and specifically for egg-deposition. John Butler's paintings are quite outstanding, but the author's statement that "sperm makes the baby sticklebacks grow" seems a bit odd.

By contrast with sticklebacks, wherein parental care devolves solely upon the father, male squirrels play no part in family life and are indeed banished from the "drey" after mating. Since this is probably so for all the Scuridae, *Chickaree, a Red Squirrel*, despite being a straight lift from the American market, transfers quite well - although the species involved is not our now extremely local red squirrel. Illustrated with the author's own distinctive monochrome drawings, this is a good account of squirrel life, based on direct observation, filming and recording, although the reference to nematodes (parasites) may puzzle.

Not the least recommendation to be made of *Rabbit and Black-headed Gull* - the latter the most terrestrial of the Laridae, and therefore the species most widely seen - is that they are written by staff of the British Museum (Natural History). Authenticity apart, the authors also manage to convey the reproduction-centred lives of each, and the dangers they face, in a way that avoids humanizing sentiment but at the same time helps us to see life through their eyes - so far as that is ever possible. The large artwork is excellent.

# The natural world

*Sharing Nature with Children.* By Joseph Bharat Cornell. Exley Publications in association with Inter-Action Imprint £2.95. 0 905521 37 4.

*Eyes Wide Open.* By Roblna Beckles Wilson. Heinemann £3.95. 434 97259 2.

It seems scarcely possible that these books were published in the same century, so different are they in concept and attitudes. The Beckles Wilson rhymes and trite activities skate the surface - not quite harmlessly. Beware a book with a section on "Collecting... Wildflowers" which instructs children "to bring in anything they find" and advocates taking the flower to the book for identification, not the other way round. Some four to eight-year-olds (or rather their teachers or parents) could find themselves prosecuted under the Conservation of... Wild Plants Act. No author should advocate buying tortoiseshells; it constitutes criminal ignorance not to know of the frightful conditions and mortality rate of this import trade.

These books run counter to the

usual male/female stereotype. Beckles Wilson encourages children (who can grow the fastest growing or tallest sunflower) whereas Cornell is explicit in "letting the child develop at his or her own pace without fear of comparison or competition". But then, this book is exceptional in many ways. It is better in its understanding and sympathy for children and for the natural world, but what is all the more remarkable is that he is able to provide ways for them to meet. I have encountered such sensitive, imaginative teaching, clear, simple ideas, so ingeniously turned into practice. The book consists of games, all coded so that a teacher can choose appropriately for degree of suitability; age range; number of children; where and when to play; introductory descriptions of materials to tears. The teaching hints that, with enthusiasm to try on a blindfold games; micro-timers; and still-hunting... This is a most delightful and most practical aid I have ever come across.

Francesca Green

# Looking at living

*Life Science.* By P. D. Riley. Hulton £2.95. 0 7175 0865 X.

*Biology for You.* By C. Smallman. Book One. Hutchinson £2.50. 0 09 140891 1.

The classical versus physiological approach to teaching school biology is no longer a subject for hot debate and, as these books demonstrate, there are situations where each may be used to advantage.

*Life Science*, a superb introductory text suitable for 11 to 13-year olds, employs the classical approach to great advantage. It commences with a necessary consideration of the characteristics of living things, then moves to classification, mentioning a couple of simple alternatives, prior to spelling out the elements of the Linnaean system. Pupils are next introduced to the microscope, simple items of apparatus and the standard approach to experimentation, via observation, hypothesis, and result evaluation. Of the remaining chapters, three consider members and

categories of the animal and kingdoms in greater depth, fourth provides the elements of viology, with the last section devoted to the care of living things.

This book is appropriately yet progressive, has excellent diagrams, good format, plenty of constructive things to do and sets of questions which require abstract thought as well as recall.

Clare Smallman's work is especially designed for CSE candidates thus being more advanced than Riley's. Here, special attention has been given to language level with resultant text having a reading age of 13 so as to cater for the average pupil. The theme is physiological and *Book One* covers food, nutrition, digestion, photosynthesis, respiration, growth and development, as well as placing a special emphasis on ecological topics like soil, populations and food webs. Though it is devoted to biology per se, the subject matter is related to everyday activities and human interests.

Peter J. Burt

# Advancement of science

*The Parliament of Science.* Edited by Roy MacLeod and Peter Collins. Science Reviews Ltd. 40 The Fairway, Northwood, Middx. £12.25.

*Genfemen of Science.* By Jack Morrell and Arnold Thackray. Oxford £30. 0 19 558163 7.

*York 1831-1981.* Edited by C. H. Feinstein. William Sessions. £20.80 and £7.75 inc. postage.

None of these books claims to be an official history of the British Association for the Advancement of Science, which has just celebrated an important 150th anniversary of its foundation in 1831. O. J. R. Howarth's retrospect, first issued in 1922 and republished for the centenary in 1931, is a prime source for this and there are many major pieces in many journals. The definitive story, and it is a long one, is to be written by taking together, however, the two here considered cover much of the vital developments and controversies. The work edited by Dr MacLeod and Dr Collins coordinates contributions from a number of scholars, world-wide, who consider various aspects of the impact of the Association. Dr MacLeod, in an introductory chapter, traces some of the fluctuations in the life of the Association: Establishment and consolidation

of the nineteenth century, the pre-1831 period, the period of the first world war, saw polemical heart-searching on the current role of the Association. Was it to concentrate on the popularization of science, interpreting its mysteries to the masses, or should it encourage professional development, aiding research, and systematizing and publishing its results?

Compromise between the wars included one innovation: the absence of which today is to be deeply regretted. This was the advent of *The Advancement of Science*, a journal dating from 1920, first carrying the presidential addresses of the various sections of the B.A.S. to a wider audience, later developed with extended coverage and greater frequency; it is, but ultimately a decade ago abandoned.

Dr David Morley brings the story up to date in a thoroughly documented chapter. (Indeed there are extensive references throughout the work.) He starts with an acknowledgement that after the second world war "the Association, at least according to its critics, still looked not outward to science as a whole" - a review in 1956, under Sir Ben Lockspeiser, brought further transitions. The annual meeting changed their form, media publicity was fostered, committees and conferences were active throughout the year, and some modification of the traditional structure of the Association was achieved.

Biochemistry and sociology joined

tion led to a period from the middle dominantly for schoolchildren, was high successful, and finances were overhauled. The last was the Achilles' heel. By the 1970's there was crisis. The staff was cut, the services redirected. Retrenchment and reform had to be the keywords again. The public role of the B.A.S. has changed; while all three of the books under review pay just tribute to what has been achieved, there is little positive indication in any of them as to what the future holds.

The past, and in particular the early years, are however considered in deep detail in the Oxford book. The interests of its authors led to research into the papers of William Vernon Harcourt and so to many other documents and records involving the British Association. All the great names of the period are in this massive piece of scholarship which relates the growth and dissemination of science to the politics and society of the time.

A particular relationship, of the B.A.S. with the city of York, is commemorated in the William Sessions book. It was at York in 1831 that the peripatetic association made its first stop. The inaugural meeting is recalled, along with the history of York, the Yorkshire Philosophical Society and many of the activities of the area. The Minister, local politics, the University, and the economic development of the region are all featured in this souvenir. It marks the earliest and the most recent meetings of an organization which has played a significant role for 150 years, which has yet further valuable work to do; even if its present form is once more a matter of debate.

F. W. Kellaway

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# Software via the telephone

Carolyn O'Grady on a telesoftware trial in schools

A group of 25 schools, colleges and other educational institutions is now taking advantage of the telesoftware service available via Prestel as part of a two-year trial. This will enable them to receive computer programs stored on British Telecom's Prestel service's computer on each school's microcomputer after telephone dialling the service.

Telesoftware refers to the use of a videotext system to distribute computer software. At the moment there are two main types of system: telephone-based telesoftware of which British Telecom's Prestel is the national service, and broadcast telesoftware which uses the BBC's Ceefax and IBA Oracle teletext services.

The two year Prestel trial is being funded jointly by the Council for Educational Technology and the Department of Industry. The system was developed by CET at its Prestel facility at Hatfield. At present 25 institutions are involved but other schools and colleges are invited to use the service at their own expense.

Another project has for sometime been investigating the possibility of telesoftware provided by Ceefax and Oracle. This is based at Brighton Polytechnic and is financed by bodies including the TV authorities, the Department of Industry, the Department of Education and Science, CET

and the Schools Council. Nine schools are involved. The drawback of broadcast telesoftware, however, is that a specially developed intelligent TV terminal is needed.

Program providers for the Prestel scheme are mainly educational producers, whose programs have been well-tested in schools. They include the Advisory Unit for Computer-Based Education, Hertfordshire; the Geographical Association's Program Exchange; the Schools Council and Scottish Microelectronics Development Programme. Negotiations with commercial publishers have begun, but a method of payment would have to be organised.

At present software via Prestel is only available for the RML 380Z microcomputer, but a number of other manufacturers including Acorn Computer Ltd, manufacturers of the BBC microcomputer, are hoping to be able to provide the facility on their machines.

Objectives of the Prestel trial scheme include organizing a system for the delivery of documentation

and material associated with the computer programs and providing in-service training. CET will also investigate alternative pricing structures and the potential of the new Prestel "gateway" facility, which allows access to other computers.

Cost will be a crucial factor in determining whether telesoftware will be successful in challenging traditional methods of distribution. To obtain the CET Prestel telesoftware service a user has first to purchase special software and equipment including a modem (another aim of the project is to promote the development of an integral modem for microcomputers). This would cost approximately £150, but the equipment can also be hired.

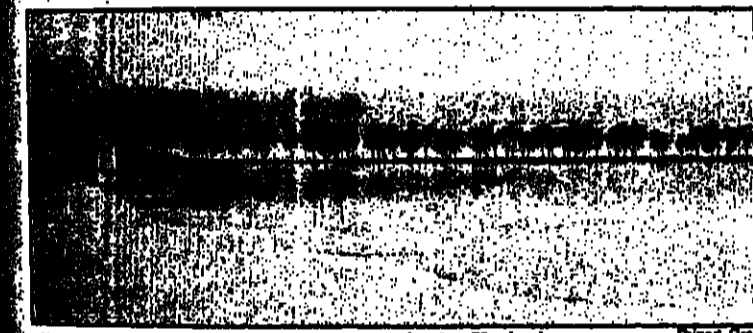
Running costs of the Prestel system contain three elements: telephone call charges and frame charges which should only apply if the program providers decided to use the method of collecting the price of the program.

CET estimate that the distribution cost for a 5K program would be 15p

at peak time, 14p at standard time and 8p at cheap rate time. They compare this with postage rates: 38p first class, 30p second class, for sending a program on disk through the post.

Other advantages of the CET Prestel service, they suggest, are speed: a 5K program can be received on disk in about 2½ minutes; ease of updating; the automatic charging mechanism which reduces administrative costs and an automatic error checking facility which draws attention to corrupted programs.

Further information can be obtained from the Telesoftware Project Manager at Burleigh Teachers Centre, Wellfield Road, Hatfield AL10 0BZ, and details of the service and the programs are also stored on pages leased from CET's Prestel Umbrella Service for Education and Training. The Scottish Council for Educational Technology and the Scottish Microelectronics Development Programme are cooperating with CET to support Scottish schools involved in the project.



A seventeenth century bridge on Dal Lake in Kashmir

# Dimensions of India

by Victoria Neumark

1982 is going to be the year of the Festival of India. London will be deluged in a jamboree of films, music, dance and arts, craft and technology exhibitions.

The British Museum will be putting on two exhibitions. *From Village to City in Ancient India* (21 April to September 1982) will trace the growth and settlement of settled life in ancient India, beginning with simple neolithic villages and culminating in the Buddhist universities of the seventh century A.D. in eastern India. At the Museum of Mankind *Vasudeva: An Indian Village* (opening 10 April 1982) will bring the story up to date with a reconstruction of what life is like for 80 per cent of India's population. The "generalized" village is built from materials gathered in Gujarat.

The visual riches of day-to-day life in India, are the subject of two exhibitions at the Commonwealth Institute. *Stringer - A Pageant of Indian Costume* (17 March - 18 April) will display the peacock finery of different Indian states and *Design in India* (18 April - 23 May) will show modern interpretations of the Indian visual idiom. The Commonwealth Institute will also host *India and Britain* (31 May to 15 August), a comprehensive look at the long and complex relationship between the two peoples mounted in conjunction with the India Office Library and Museum.

The two biggest delights for the eyes will be the Arts Council's Haydon Gallery. In *Image of Man* (22 March to 13 June), subtitled *The Indian Reception of the United Nations 2000 Years of Painting and Sculpture* and *The Indian Heritage at the Victoria and Albert Museum* (21 April to 15 August).

The two exhibitions should provide a fascinating counterbalance with the Haydon's *Image of Man* leaning towards the mythic expressions of Hinduism, Jainism and Buddhism, and including some great works of traditional art, and *The Indian Heritage of the Mughal Courts*. *India Observed* 27 April to mid

July), also at the V&A, will turn the perspectives around with views of Indian landscape and people as painted by British artists, and from 7 April to 31 May the Tate will be running a small show of modern Indian art, *Modern Indian Artists*. The Royal Academy, from September to October will have a much larger celebration of *Contemporary Art From India*. *The Living Arts at the Serpentine Gallery* from May 8 to 31 should be exciting; ten master craftsmen will be working on the premises in stone, wood, marble, textiles, terracotta and bronze as part of a touring show of classical and folk crafts. At the Barbican Centre from July 2 to August 1 *In Aditi* - billed as a "celebration of life" - 30 craftsmen and performers will start their tour of a show portraying the child as a moving inspiration in much of India's culture.

More restrained, but none the less intriguing exhibitions, will be *Indian Playing Cards* at the Bethnal Green Museum of Childhood with activities for children (17 March to 30 May), *The Art of the Book in India* (British Library 16 April to August) (*Indian Books* (Commonwealth Institute, October to November; date to be confirmed) and, at the Royal College of Art, *Textiles and Ceramics* (9 October to 17 November), a major exhibition of modern Indian textiles and ceramics.

The Science Museum is putting on *Science, Technology and Medicine of India* (25 March to 15 August) to commemorate the achievements of a country which has given the world mathematics and two different systems of medicine as well as more recently "the green revolution".

The Festival begins with a photographers' vision. *Indians Here and There* is work by Mark Edwards and Peter Harrup, and runs concurrently with *Photography in India* (22 January to 28 February).

The season of music and dance, much of it to be performed at the Commonwealth Institute, will open with a great flourish on March 22 at the Royal Festival Hall when Ravi Shankar performs.

# Nuclear theory

by Nick Thomas

The Threat of Nuclear War  
Three slide sets by Adam Suddaby  
Focal Point Audiovisual Ltd. 251 Copnor Road, Portsmouth, Hants PO3 5EE. £9.25 each

Nuclear weapons have been at or near the centre of public attention for a year or so now: a shift of fashion or feeling not necessarily reflecting any real change in a situation which, for much longer than a year, has been one of appalling horror. This series of three slide sets with accompanying booklets is an excellent and thorough introduction to nuclear issues, suitable for schools, colleges, and adult groups.

Each unit consists of thirty slides, mostly in colour, which through a mixture of maps, diagrams and photographs illustrates the extremely detailed slide-by-slide account of the text. The intention is that the slides should be "talked through" by someone who can adapt the material provided to the needs and level of the audience.

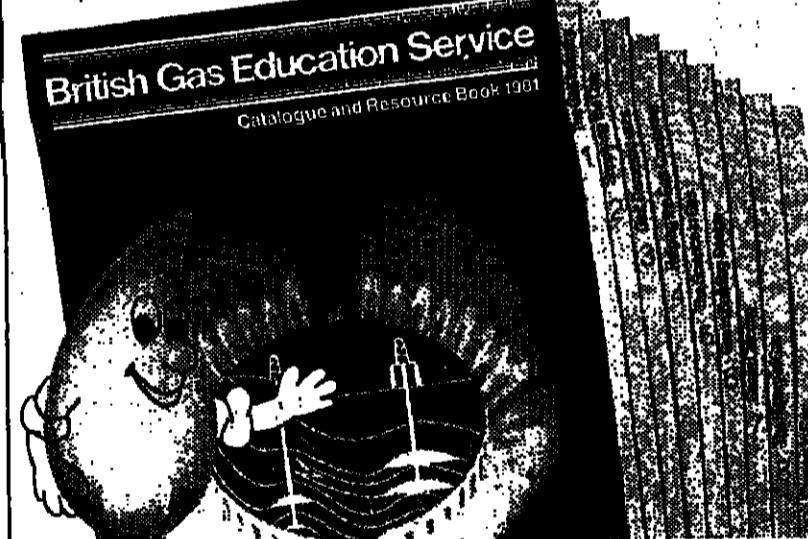
This method has the advantage of making the kit suitable for a much wider range of users. The drawback is obviously that it demands preliminary work from the presenter. The term "booklet" may be misleading - these are serious analyses, bristling with facts, figures, and the complex and dreadful arguments of deterrence.

Adam Suddaby does a remarkable job of presenting both sides of the issue. There is much direct quotation including some wonderful phrasing.

But there is a lot more than mere rhetoric in this set. The first unit, *Nature and Effects*, summarises what a nuclear bomb is and how it works (all the major types), as typified by look at the effects, as typified by Hiroshima; and discusses what a nuclear war might be like in Britain. Slides from "The War Game" are used.

Section 2, *Offence, Defence*, details the major nuclear weapons delivery systems, and goes through the endless and jargonised arguments about Russian and American comparative strength in a relatively clear fashion. Out of this comes an analysis of the current arms race, and of the likely spread of nuclear weapons to other nations. It ends by looking at the limited prospects for protection. The third unit, *Nuclear Strategy*, concentrates on two issues: the cruise missiles and the Trident system.

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BRITISH GAS



# Change of identity

## Carolyn O'Grady on the Educational Foundation for Visual Aids

The Educational Foundation for Visual Aids is alive and well, living at the same address but with a somewhat different identity; more sophisticated perhaps and certainly more expensive. The news that the Foundation wants spread abroad is that it did not die with The National Committee for Audio Visual Aids in Education, but continues as the self-financing unit - it is a registered charity - and still maintains many of the old services, the National Audio-Visual Aids Centre and Library, for example.

When the i.e.a.s. withdrew their money from the National Committee in 1978, the Educational Foundation for Visual Aids, which was linked to it but financed under different terms, remained and was able to continue many of the services financed originally by both organizations. The resources centre was much reduced, some other services were pruned and the Committee magazine *Visual Education* disappeared, but a great extent the organization remained intact.

There is, however, one large difference between EFVA alone and the old NCAVA/EFVA organization: a lot of the services, as director Gerald Marchant freely admits, necessarily come "at a price".

EFVA has streamlined and coordinated its services to the point where it can now offer a very comprehensive service to the would-be buyer and user of equipment. At the London centre, for example, you can see a piece of equipment, try it out, hire it, buy it (EFVA is an official dealer) and be trained in the use of it. But this comprehensive service is offered mainly to industry and to richer foreign countries as it is "not cheap".

However EFVA does negotiate service contracts with i.e.a.s. - 18 at the moment - and these are not necessarily "tied" in with sales of equipment. There are 13 servicing centres in England and Wales. In addition, like a commercial company, the Foundation will give free advice on the purchase of equipment or training as long as there is the possibility of a commercial deal.

The cost of some of the services is reflected in the clientele. Most of the students on the many short courses in the use of audio-visual aids run at the centre are from industry, some are from government departments and some from nationalized industries; very few indeed are from schools. The British Council, whose training department was recently closed down, now sends students to the centre.

Typical courses are Slide-Tape Production; Television Production; Single Camera and Basic Television Production which are all four day courses costing £300 plus VAT, and three week, certificate courses on Television Techniques and Audio-

The Day Care Campaign Kit  
Gingerbread, 35 Wellington Street, London WC2

This kit's production was the final act of the Finer Joint Action Committee, a combined effort of around twenty national organisations formed to lobby for the recommendations of the Finer Report on one-parent families. It has now disbanded, for reasons that are not entirely clear, but this action pack aimed at local campaigners for better day care provisions is a splendid legacy, and valuable far outside its immediately intended scope.

It consists of 40 smartly coloured A4 card sheets - rather underused, with large blank spaces, and surely very expensive; but somebody is clearly subsidising the price of the kit, so who are we to complain. The material is divided into three sections, with obvious overlaps. Information - basically facts and figures about day care policy and provisions, regional and international comparisons, history, finance; Communications and Media - an outline of how to publicise your campaign.

Visual Techniques which cost £950 plus VAT each.

Gerald Marchant argues that the centre still has much to offer schools. "By selling training facilities overseas, for example, the Foundation can keep hire charges for films down", and certainly the centre does offer one of the largest collections of education films for hire at relatively good rates. For one day, for example, one can hire a black and white film 11 minutes long for £4.00 plus VAT; a colour film of the same length would cost £6.00 plus VAT; a 44 minute black and white film costs £6.75 plus VAT and a colour film of the same length £11.75 plus VAT.

Title areas include law and government, folk tales and legends, economics and conservation, industries and crafts, games and sport as entertainment and pastimes as well as all the standard subjects.

It is also possible to visit the centre to look at some of the items on display there, but teachers will no longer find the extraordinarily well-stocked audio-visual aids library which used to house examples of virtually all published material for schools, and nor will they receive the expert individual attention which was given to visitors in the old days.

These services supplied by i.e.a. funds have had to be suspended. Visitors can, however, look round the exhibition and through the catalogue, and most materials can be ordered through the EFVA at "competitive rates".

Another casualty of the cuts was the equipment evaluation unit which used to undertake and publish assessments of new equipment. This unit is now a limited company and registered charity called Test Bureau offering its services to i.e.a.s. and industry.

Staff at EFVA argue strongly that the old National Committee/EFVA organization was a bureaucratic muddle. Now services and overall management have been tightened up. But unfortunately for schools, as Gerald Marchant says, EFVA is now more a "Harrods than a Marks and Spencers".

While I was talking to one of the trainees at the centre, a teacher phoned to ask for advice on setting up a resources centre. There was, he said, little money, few teachers and no room and they wanted to see if a aids could compensate. Reluctantly the trainer has to tell him that nowadays this sort of general advice came expensive.

EFVA is organizing a conference on the theme "Education in a Visual Decade" with the Lorch Foundation. The conference is specifically geared to head teachers and will be held in High Wycombe and the opening speaker will be the Duke of Gloucester. The conference is free except for the cost of lunch.

Including material on communicating with the press, printing and design, public meetings, video; and Community Action - how to organise a campaign; defining goals; useful arguments etc.

The second segment in particular, and some of the other two, will be immensely useful to almost any local action group. It is a good digest of the last fifteen years experience of community activism; a way of saving relative newcomers to local participation a great deal of time and effort. The standard of information and presentation is so high that this pack can be recommended also to any college course on community work or "associated areas"; also to sixth form general studies work in the same field.

But above all, of course, it is of value to those working for better day care in their area - especially but not only for under-fives. It includes almost every imaginable resource for such groups - including a splendid address list and reading list, all in all, making one feel that even though the present economic regime there is still some point in struggling for adequate childcare.

# Tapping memories

## by Victoria Neumark

Recall: 3 Parts - 1 Childhood and The Great War; 2 Youth and Living Through the Thirties; 3 The Second World War and A Different World Help the Aged

Each part £12.00 (inc p&p) for 40 slides, cassette tape and booklet. Handbook £3.00 (inc p&p) Help the Aged Education Department, 218 Upper Street, London N1.

The atomising effect of modern industrial society has made us forget that "once upon a time it was the old who were the storytellers and passed on the history. Now we have the media to do it for us, and the elderly have lost that status" (Dr Gordon Langley, consultant psychiatrist). *Recall* is an attempt to re-confer that status by summing up the personal histories of old people.

Designed primarily for use with psycho-geriatric patients, Help the Aged's teaching pack also offers some intriguing suggestions for classroom work. Cleverly chosen, strong images on most of the slides, and snatches of songs, speeches and old people's reminiscences on the tapes could from a vivid resource for the study of the social history of this century; the suggested referral of these images to the experience of the children's own grandparents can add immeasurably to their understanding of their family's place as "ordinary people" in history.

Part 1: "Childhood" and "The Great War", with slides of stiff Edwardian schoolrooms and dirty riotous streets, games of marbles and leapfrog and bread and butter for tea and then "Lord Kitchener Needs You", "Eat Less Bread" and death in the trenches, will make the greatest impact in class. The memories it stirs in the older generation should be the most powerful because of their most exciting because most distant in time.

Using granny - or great-granny - as a learning resource - is bound to



Fashion in 1928

get less thrilling the nearer we get to today, to mum's and dad's and our own experience. Part 2: "Youth and Living Through the Thirties" is still wonderfully in a different world, the world of baker's boys on fourteen shillings a week and overtime for putting the joints in the oven on Sundays.

Part 3, however, including "The Second World War" and "A Different World" may well be effective as "generalised stimuli" for therapy with old people in institutions but presents too bland a picture of the Home Front and our "age of progress" to be useful in a secondary classroom.

Where *Recall* scores highly is in its integration of the memories of old people now alive in its presentation of history. On the first two tapes we hear old people themselves reminiscing as the scenes of their earlier life pass before their eyes; suggestions for follow-up work with archive material, jumble-sale realia (postcards, blue bags, tins etc) and, and importantly, conversations with old people point the way, hopefully, to a goal more important than even the teaching of history. Understanding between the generations seems to be at an all time low at present. Perhaps *Recall* can remind us all how our families stretch over and include many generations of people just like ourselves.

# A point of ballet

The Nutcracker, with its rapidly changing scenes, child dancers and Christmas theme, is acknowledged as one of the best introductions for children to ballet. The Victoria and Albert museum's decision to take advantage of the London Festival Ballet's excellent education service to stage a "Nutcracker Party" on January 4 at the museum, coinciding with the Christmas, was therefore particularly inspired.

The event was less a party than a very animated lecture, with balletic illustrations and slides and a lot of audience participation. It was no less successful for that. John Travis was an enthusiastic presenter with a very sensitive approach both to child participants from the audience and to the six or so dancers who had given up their free day to dance and talk to the packed lecture theatre.

We learnt from him and them some of the problems of dancing particular dances; that, for example, very few of the company can dance the Russian dance in the Nutcracker; of the stamina required for the *grand pas de deux*; and of the rigorous and exhausting life-lead by some of the dancers.

Tricks of the trade were divulged: "rice paper was eaten by the rats" instead of the book they appeared to be consuming (the audience were each given a bit to try); sugar plums were made of foam. There was a nice bit on the history of the nutcracker doll - with accompanying slides, and some fascinating details about costumes. All in all the presentation was nicely devised and very well presented.



The Royal Festival Ballet offers its resources according to specific requests from schools, colleges, libraries and arts centres. The presentation is usually planned with the institution and normally involves a pianist, programme presenter and liaison officer. Many of the presentations are based on works from the London Festival Ballet repertoire but there is also an "Open Door" programme, which is a general introduction to ballet. The company welcomes requests for educational activities other than those listed. Printed resource material on classical ballet is available for teachers and children. Prices vary according to what is required and the nature of the institution.

Further information from: Sue Hoyle, Education Liaison Officer, London Festival Ballet, 39 Joy Mews, London SW7 2ES. Telephone 01-581 1245.

Carolyn O'Grady

# Challenge to life

## by David Self

The Challenger  
2 filmstrips and audiotape  
Scripture Union, 130 City Road, London EC1V 2NJ.  
£27.94 (incl. VAT) plus £1.40 p.p.

Now available from Scripture Union is a companion package to their earlier audio-visual programme *The Champion* which told the Holy Week and Easter story by means of a songs and two filmstrips. This new production uses the same format to tell the much longer story of the life of Jesus from his birth up to the last journey to Jerusalem. The title *Challenger* points up a theme common to all the episodes chosen for inclusion in this version - that, like Herod to the priests in Jerusalem, Jesus faced opposition from all sides. For him and for his followers, like a challenge.

While 165 frames may be adequate (even excessive) for the coverage of this story and message, bare 23 minutes of tape time may well hurtle through the stories as filmstrips at a fair old pace (provided of course that the projectionist can coordinate the frame changes).

That no frame is on screen for less than one second is perhaps well to be considered that one of the kinder work that can be applied to the illustrations is primitive. Certainly the artist's distinctive style might be improved by working out just how he fits into the human body - can see no sound theological reason for making one of the shepherds look like the alien in the Cadbury's Sausage advertisement.

With lyrics like "Mary could understand how can this be with a husband?" the songs leave a lot to be desired. It is indeed a pity Scripture Union has not kept to the same team that produced *The Champion*.

Though it would be profitable to suggest paying over £29 for the notes that accompany the materials, *My Activity Material* booklet is well worth having. Written by Isabel Vile and Fenella Strange, it includes some excellent questions, ideas for stories, drama and discussion. There is also a (I hope deliberately) hilarious multiple choice test, with questions like, "Your doctor has put you on a diet and told you to avoid cakes and biscuits, etc. Your granny has said you a special cake. Do you...?" and "One night in your... your boyfriend wants to take the physical side of your relationship further...". Apparently if you select the A option in these situations you might be in B options you are weak, so mainly C means you don't know much about loving people, while D you choose D's, then you should get God to keep you humble.

London guide books and maps are the speciality of the London Tourist Board's bookshop above the Information Centre at Victoria Station. It has over 150 of them, together with a similar number on Britain as a whole.

New publications on London are currently appearing at the rate of about six a month. The shop plans to sell them all, as long as they do not duplicate existing ones and are of good standard. The shop's stock includes guides in every European language, as well as Japanese and Arabic.

During the winter months, it is open from 9 am to 5.30 pm on weekdays, but the guides can also be bought at the Information Centre which is open daily until 8.30 pm.

It also publishes a mail order booklet of the 30 most popular books, including ones on London museums, walks and London for Children, which is available from the London Tourist Board, 26 Grosvenor Gardens, London S.W.1.

# Childrens books

## Sorting geese from swans

### Brian Alderson on some of the latest guides to children's books

For a couple of centuries now people professionally concerned with children's books have been trying to persuade a laggardly public to take the things seriously. The theory is that if you live close to children, as that are necessary to consumer parent or teacher, you will benefit both them and yourself by knowing the potential for "wisdom and delectation" that lies beyond the dull textbooks or the catchy commercial lines that are the only fare which children are almost certain to encounter.

It is an attractive hypothesis for which proofs already exist. The trouble is that it makes only one creaking headway with the educational and literary establishments who could do so much to help, while among the professionals themselves it often leads to critical compromise. What for instance should one say about *What Shall I Read?*, that well-meaning publicity brochure put out by the BBS Book Promotion Service, 10,000 copies of which have this year been circulated in schools? It is eager to rouse enthusiasm, listing and illustrating in colour some 90 new books for children aged between eight and 12, but its worthiness as a public gesture is nullified by its need to convert geese into swans.

The books are commended with a spatter of breathless clichés ("delightfully inventive", "unique combination", "magic appeal" etc.) which allow no discrimination between the meretricious and the genuine. Moreover, the idea of getting beyond impartial descriptions (the rare appearance of an adjective like "celebrity" - in this case John Cowie - to choose his dozen "favorites" for 1981 is bound to encourage compromise as - un-pleasant? - he comes up with something for everyone. (Did he really look at all the 2,934 children's books published in 1981? Many a book that is superior in kind to each of his "favorites" (excepting perhaps *Texts - the Story of a Guide Dog*) so he is really doing a disservice to children's books by spotlighting so unrepresentative a selection of new ones.

There is, I suppose, rather less reason for the consumer magazine *Which?* to produce a similarly sloppy survey (December 1981 issue). With you at heart - "no advertisers, no notices, no baketeesh" - it proclaims its independence of promotion and yet it irresponsibly concedes the dominance of commercial criteria in relying on recommendations of "members favourites". This is irresponsible because it fails to take into account the public's and indeed the book-trade's ignorance

about children's books (although it does hesitantly remark that Ladybird and "Mr Men" Books are popular "because they are so easy to buy"). It is also irresponsible because it allows no room for the qualifying details that are necessary to consumer both them and yourself by knowing the potential for "wisdom and delectation" that lies beyond the dull textbooks or the catchy commercial lines that are the only fare which children are almost certain to encounter.

Two qualities seem to attach to these "new-style" books - which have actually been around in one form or another since the eighteenth century. They may, like Raymond Briggs's *Fungus the Bogeyman*, possess a text which is barely accessible to readers under nine, or they may, like Anthony Browne's *Trife in the Park* possess some visual gimmicks which will attract the more sophisticated eye. What Mrs Moss has done is to build out from predictable examples like these to show the possibilities that lie in 80 or so other books. Teachers will find that her editing is full of a practical enthusiasm, always willing to gloss over the weaknesses in many of her chosen titles for the sake of their tactical advantages in the classroom.

A further virtue of *Picture Books* is the unity that it gains from being edited by a single experienced compiler. This is especially marked if you compare it to a quite extraordinarily ramshackle teachers' guide that appears in the current number of *Children's Literature in Education*. Here the editorial committee have had the notion of producing a series of working-lists on "Fiction for Children 1970-1980" and this is their first offering on "Myth and Fantasy".

It amounts to a listing of some 120 titles, accompanied by notes that vary from bland description to discussions of "usefulness", and one's uncertainty about the authority behind such a mixed set of remarks is enhanced by the muddled presentation of the entries: a section of "special mentions", a "general list" (which actually includes some items surely worthy of "special mention") and a round-up article by Ralph Laverder, plugging gaps left by the earlier contributors. The idea for a "symposium" of this kind was an interesting one, but it needed much firmer editorial control and much more astute critical annotation to become a helpful device. One hopes that a less eccentric method of compilation will be used for future sections.

**Brian Alderson**  
*We Don't All Live With Mum and Dad* is available from One Parent Families, 255 Kentish Town Road, London NW5 2LX (50p). *Picture Books for Young People* is from the Thimble Press, South Woodchester, Stroud GL5 5EQ (£1.65 0 903355 07 8). Issue 42 of *Children's Literature in Education* can be obtained from Geoff Fox, School of Education, Exeter University, St Luke's, Exeter EX1 1LU (£1.50 post free).

Further details on following page



Nick Butterworth's illustrations for B. B. Blacksheep and Company, a collection of favourite nursery rhymes (Macdonald Educational £3.95) are stylish and often unexpected. Humpty Dumpty is a chocolate Easter egg and the blind mice losing their tails are pink sugar cake decorations. The Collins Book of Nursery Rhymes (£4.95) is less arresting visually, but contains more rhymes. In fact, this is the sort of book that small children love to explore ad infinitum. The illustrations, by seven different artists, are pretty and apt. Adults interested in the history of the subject have the chance to glean snippets of information as they read to the real consumers from Popular Nursery Rhymes (Granada £5.95). Jennifer Mulhern has collected over a hundred of the best-loved rhymes, annotated them discreetly and illustrated them from a variety of sources. Bewick, Greenaway, Caldecott and many other are represented, often in colour.

# Walls of chocolate ice

Fact and fancy are nicely partnered in *The Impossible Day* and *The Impossible Night* (Methuen each £2.95), two pleasant little books by Marina Warner and Malcolm Livingston, about the same small boy, who, after a typical morning of accidents, does better in dream or day-dream country. In the first, when Conrad's attempts to fly just lead to breakages, Mum says: "There are some things that only animals can do." By way of his hamster, toy peacock and camel, and creatures in the zoo (all conversational) he learns a few of these things: that ducks have waterproof feathers and bees a language of dance; that flies can walk upside down and a kangaroo has a pouch. The facts are lightly served. I find the cover picture cryp-

tic, but it will please the tots. In the second (*Night*) when he finds that he can't put flower heads back nor unspill water his friendly engine takes him into a fantasy land where nothing is impossible. He samples walls of chocolate ice; goes to the garden of the everlasting rose (very pretty too) where ripe fruit waits in the air to be picked, and a mermaid gives him a snowflake that never can melt. Try adding your own, I suggest. Not a hint of a moral in either book. Indeed, an orderly little boy or girl might wonder at the books' goodwill towards Conrad's smashes, crashes and spills. Proper child's books for a child.

Naomi Lewis

# Read about books about reading

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THE BODLEY HEAD



Illustration by Shirley Hughes

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## MARGARET MEEK, AIDAN WARLOW, GRISELDA BARTON (editors) The Cool Web

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February 370 301447 Limp binding £3.95







# Message and moral Fairy tales for a new era

The Impact of Victorian Children's Fiction. By J. S. Bratton. Croom Helm £11.95, 085 664 777 2 777 2

As nineteenth century books for children offer perspectives on a wide range of historical themes, scholars mine this rich vein in an open-cast way, following the seams of their own preoccupations in terms of their own disciplines. Literary critics tend to sort out the diamonds that most resemble the great adult novels, or, in the case of Harvey Darton, to look for the signs of "cheerful bustle". There are hundreds of books of indifferent literary quality that were published in great numbers and read throughout the land before children were bound to go to school. These furnish researchers with the history of parental power, (as in David Grylls' *Guardians and Angels*) the spread of publishing, the role of women writers, the decline of religious education, and much else. The very abundance of Victorian children's fiction is an incitement to split-level digging and picking.

Dr Bratton's study is different. By choosing to evaluate the story books that were intended to convey moral instruction she foregrounds that aspect of Victorian fiction that is most disparaged by those who look in the first half of the century for the jollity of *Holiday House* and in the second for the splendours of *Alice*. She examines texts that were widely spread and read in order to estimate their instructive impact, and thereby sets out the relationship of the reader, the writer and the tale, beginning with the author's intention which, in the case of these stories, is wholly explicit - to point a moral. Adornment is of secondary importance. From the tracts of the Sunday School movement that began in the 1780's and made the education of the indigent young a matter of moral obligation to the social control of compulsory schooling, she annotates the development of that tradition of writing for the young that assumed that what they read influences the way they think and act in a social world. It is the tradition of "The Other Award" and concern about sexism and racism in children's books at the present time.

Set against the salvationist concerns of the Religious Tract Society and the exemplary tales of the SPCK writers like Leigh Richmond and Mrs Trimmer seem less hysterical and didactic when regarded as part of a widespread movement against impley and discontent. The excessive death scenes and lightning conversions in RTS material offered "shopboys and maldservants" some focus of personal feeling as souls with all others in the sight of God. In contrast to the SPCK admonitions to servants to serve their interests by promoting those of their employers. In this account, Mrs Sherwood's Fairchild family sits, with

Wordsworth, as serious moral movers. Her publisher however, moved from sharing her evangelical fervour to an awareness that his future lay with the children's story as its own genre.

In her discussion of "the flowering of the evangelical tradition" Dr Bratton examines those writers who, inspired by religious conviction and concern for human suffering, specialized in Rewards, books for reading on Sundays. She shows how the romance tales of popular fiction, allegories and fairy tales offered the bedrock of the forms used. The productions of Charlotte Mary Tucker ("A Lady of England") are examined as typical of the stories that "offered some sort of imaginative richness to an audience used to much drabber fare". The dominant reward writer, Hessa Stretton, relegated to a corner in older histories of the period, is here seen in her full capacity as someone who made a distinctive move in writing for children by showing how the complexities of character can be expressed in narrative terms, in the action of the story rather than by explicit haranguing of the reader.

The exposition continues with a study of books for boys that calls in question the routine appraisals of writers like Marryat and Kingsley. The "quasi-religious belief in the British Empire" in the novels of W. H. G. Kingston and Ballantyne's trivializing of morality and manliness are followed by an assessment of Henty's "primitive fantasies" of violence. Girls are seen to fare better with the social and psychological depth of Charlotte Yonge and Harriet Mozley. I missed Mrs Henry Wood; *East Lynne* is still powerful in some memories.

For all her skilful unpacking of the multitudinous mid-century periodicals and her guiding of her readers through a maze of contributory sources, Dr Bratton is at her best when she offers a critical theory for the understanding and judgment of didactic literature, a task that few have realised before now. She shows how an author's conception of the world is presented to teach moral and social attitudes specific to the sex and social standing of the reader, and how the reader's responses are to be judged within the restrictions of freedom to choose what to read. The values are always explicit, including value for money. Dr Bratton shows how a book with a moral is not necessarily of little aesthetic value, and a moral to which a critic does not subscribe can, nevertheless, be "the vital literary ingredient that made the book a valuable experience to its readers."

And much more. This is a rich, impeccably researched book, coolly distilled with acute literary judgment and out of passionate interest in the way in which moral intention interacts with narrative form.

Margaret Spencer

## Children's Books in England

F. J. Harvey Darton

Third Edition  
Revised by Brian Alderson

F. J. Harvey Darton's survey of children's literature from the Middle Ages to the end of the nineteenth century is regarded as a standard work of reference for anyone interested in the field of children's books.

For the new edition all textual references have been checked and explanatory notes added where necessary. A considerable amount of new material has been included and all Darton's original booklets have been expanded to cover contemporary and modern books. The book also includes a number of excellent illustrations.

Hard covers £12.95 net

CAMBRIDGE UNIVERSITY PRESS

The Faber Book of Modern Fairy Tales. Edited by Sara and Stephen Corrin. Faber £5.95, 0 571 11768 6.

Fairy Tales. By Terry Jones. Illustrated by Michael Foreman. Pavilion/Michael Joseph £6.95, 0 907516 03 3.

"Modern" is a treacherous word. Like "fashionable" its application is too fleeting: only momentarily apt, then forever dated. In the Faber book the Corrins' latest collection means "written during the last hundred years." By that reckoning, *Little Lord Fauntleroy* is modern.

But for a kind that makes modern art "modern", it isn't surprising that the two outstanding examples are by Ted Hughes and James Thurber. The former is so well known that no junior school lacks its Iron Man tin foil collage. Still it is so important that a book of this title could hardly leave it out. It is carping to regret that only three of the five chapters are reprinted? It's a pity to begin an anthology with something incomplete, particularly since the cover carries a tempting illustration of the metal monster.

At the other end of the collection is the story, "The Great Quillow". The "quasi-religious belief in the British Empire" in the novels of W. H. G. Kingston and Ballantyne's trivializing of morality and manliness are followed by an assessment of Henty's "primitive fantasies" of violence. Girls are seen to fare better with the social and psychological depth of Charlotte Yonge and Harriet Mozley. I missed Mrs Henry Wood; *East Lynne* is still powerful in some memories.

## Tough junior underworld

The Square Gang. By Barry Mitchell. Faber £4.95, 0 571 11681 7

The Mustang Machine. By Chris Powell. Abard £5.25, 0 200 72764 8

Chips and the River Rat. By Roy Brown. Andersen £3.95, 0 86264 007 5

"He shifted his gaze to Sharon, George and Leroy. 'Who are they, my I ask? Just three naffin' little wogs...'"

Come down an age group from the Pregnant Jane series for reluctant readers and you find yourself in the tough underworld of the top juniors. These three books are set in urban environments where sadistic bullying, crime and problems of the street are the stuff from which the youthful characters must make their dreams.

The first two novels are concerned with the adventures of gangs made up of youngsters from different races. Barry Mitchell's *Square Gang* seems almost too neatly assembled and the dust-jacket's blurb a shade misleading; it invites the reader (or at least the purchaser) to enjoy a story which is both "warmly human" and "a vivid picture of a working-class multi-racial community". We meet Ritchie, an Australian whose widower Dad is starting a new life with a woman Ritchie resents, and Ramon of West Indian origin, and Pushba from India. This selection offers several possibilities for empathy but such stories do run a risk of seeming manipulated, albeit for worthy ends.

The *Square Gang* becomes involved in a series of loosely connected adventures around their patch of Battersea. There are some powerful sections in this uneven novel, notably those which turn upon the internal "illness" of Columbine's mother and the racial tension triggered by the murder of an old wog. Amidst the starkness the strengthening relationship of the children and the insights of their wise veteran teacher are well handled. The more comic episodes, by comparison, unfortunately seem inconsequential.

The quotation which begins this review is drawn from Chris Powell's *The Mustang Machine*. Mr Powell's villain is nasty enough, and foul-mouthed enough, to be readily recognized by many of his readers; his favourite pastime is that notorious school torture in which the victim's name is written on a levatory bowl, only to flush. His name is

"Clocks". This story does not compete but its ordinary hero outwits an unwelcome visiting giant with a large appetite. Quillow tells the giant of the awful sickness that befell his predecessor, which began by his hearing everywhere the word "woolly", woddly, woddly. "It is then but a step for Quillow to persuade his villagers to say guess what whenever in the giant's hearing."

After such inspired zinnies, the gentle "Squirrel Wife" of Hippa Pearce or Joan Aiken's "Harpy of Fishbones", just are not modern in the same way. They are further exercises in a traditional art, where the authorial voice has been successfully suppressed. On the other hand, E. Nesbit's "Charmed Life", which must have seemed very modern in its day, is full of musty jokes, some of which now seem nasty too. The main joke is that the Royal Family of Bohemia has lost its kingdom and had to go into trade as lift-engineers. Prince Floriel still looks princely enough for a real princess to fall in love with him but their love attracts a spy: "Was a wicked, disagreeable, snub-nosed page-boy, who would have liked to marry the Princess himself. He had really no chance and never could have had, because his father was only a rich brewer." What would Nesbit have thought of an English princess marrying into sausages?

What this anthology desperately needed was an introduction and the better than the formidable encephalic Corrins to have provided one. Terry Jones's fairy tales, although both new and modern, need no such explanation. They are short and pithy, often expanded into lovely pictures. The jacket talks of Andersen, but Terry Jones's literary ancestor is Oscar Wilde. Many of the stories are reworked by those who take from it also something back in. It is stolen and overworked by gold-hungry robbers, greed and gutted with treasure, and original owner has a glass globe made from the fragments, as a reminder that the earth is likewise fragile: a beautiful lesson in ecology.

Not every story is as good, but there are 30 to choose from and the majority are fresh and humorous. Terry Jones is a remarkable talent, retaining all that is valuable in the old fairy tale tradition, re-articulating it through a new industrial sensibility. Without his over-didactic or jarringly Pynchon post-Marx. And not just Karl Groucho too.

Mary Hoffman

## 1982

The following inserts are planned to appear in THE TIMES EDUCATIONAL SUPPLEMENT during 1982

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  - 22 Economics & Business Books
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- February
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  - 12 Primary Books
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- April
  - 2 Music
  - 9 History
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- May
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  - 11 Children's Books II
  - 18 Home Economics
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- September
  - 3 Travel
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## Mediums and messages

Michael Clarke on 'Look, Look and Look Again'

TV, Look, Look and Look Again  
BBC  
Alternate Mondays 2.18 pm, repeated alternate Wednesdays 11.40 am.

The only way that we can hope to know how anybody sees and understands the external world is through their particular representations of it; an activity involving the use of one or another medium of communication. But as Dogas observed, "Drawing is not the same as form, it is a way of seeing form", and we should not confuse the thing to be represented with the medium of representation.

The compilers of this new series on art education are evidently aware of Dogas' distinction, but they seem less aware of the medium they themselves have employed. In the case of television, this is no minor matter.

The principle aim of each programme, implicit in the title and more fully explained in the accompanying booklet, is to encourage observation and understanding before the child begins to draw or paint, with the camera doing what is hoped the children's eyes will do for themselves. Unfortunately, television is not a neutral instrument for observing the world and, worse still, the majority of junior and middle-school pupils for whom this series has been made will already be well conditioned to a television eye's view of things, accepting what they see on the screen as an indisputable fact.

This is unfortunate, for the series does attempt a more comprehensive approach to seeing and representing than is usual. It includes instruction in materials, tools and methods, the selection of viewpoint and relationship to subject, as well as presenting the different choices and

approaches of the pupils alongside those of professional artists. During the five programmes, most of the subject areas possible in working from observation are covered, and there are many suggestions of different ways of dealing with them. There is never any hint of imposing a particular method or form.

This is well-advised, for although it is at junior and middle school ages that children generally wish to acquire skills in representation, this is also often the time when the majority begins to lose an imaginative and creative interest in art and comes to rely upon the most stereotyped methods for depicting what is seen. Because the series is aimed as much at non-specialist and specialist teachers as at pupils it is doubly welcome, for it is probably a matter of fact that most adults judge the demonstration of academic skill in representation above the peculiarities

## Unyielding Realpolitik

Victoria Neumark reviews 'Days that Made History'

Days that Made History  
BBC Radio 4 VHF 14.40, beginning Thursday January 14

"We have just had a report that our unit is receiving reinforcements and ammunition. But it is still too little. It can't be allowed that people attack tanks with their bare hands. What is the United Nations doing? Give us a little encouragement!" Give us a little Hungarian News Agency message to go out from Budapest on 5 November 1956 ended "God save our souls... The Russians are near" - ominous words to remember in this winter of 1982. Geopolitics - or twentieth century history as the O level and CSE syllabuses have it - is raw and tricky stuff, and unfortunately *Days that Made History* will give the teacher only limited help with it.

Unit 1, with which the Spring Term opens, is devoted to five flash-points in the Cold War: the Berlin airlift, Korea, Suez, Hungary, and Cuba 1962. Later programmes in the series rather erratically backtrack to

the General Strike and take us up to Torrey Canyon and the miners' strike of 1974.

*Days that Made History* seems to mean "almost any topic will do". However, the five episodes in unit 1 are new, and they do provide a coherent theme. Each of these crises demonstrates the validity of Machiavelli's view of history: morality is what you can get away with. The producers have not made this explicit, no doubt considering it too difficult for schoolchildren, but it is clear in every rhetorical speech and every sad tale of brutal death.

Between the newsman tapping away his last message and the Hungarian mob pulling a wounded secret policeman off his stretcher and kicking him to death, between Russian missiles in Cuba and American missiles in Turkey, between soldiers' hands freezing to their tanks in Korea and General MacArthur vowing to "push back the Communist menace", between all the fine phrases the listener can hear the voice of unyielding *Realpolitik*.

*Days that Made History*, in going

for the straight narrative approach, has missed out on the chance of exploiting these contrasts in its presentation. Though the series does make use of archival material and dramatized voice-overs of sort, it is short on the sophistication to which a generation of TV-watchers are unconsciously accustomed. The programme on Cuba makes a tentative stab at using topical music as background, and the lush strains of "Goodnight Irene" descend chillingly over an account of the stench of unburied bodies at Inchon, but in the main it is textbook stuff, unconvincing and hence often wooley.

For if it is true, as Sir Anthony Nutting said, that Suez demonstrated "the impossibility of using nineteenth century methods in the twentieth century", it is only methods that are new. That those methods may yet blow us all to kingdom come should not blind us, even those of us doing CSE history, to the fact that mankind has been here before - many, many times.

## One who didn't escape

by Gabrielle Jones

FILM/VIDEO  
*Candles for Katie*  
British Insurance Association  
23 mins colour, sound.  
Free hire for ten days only, return postage to be paid, British Insurance Association, Alderman House, Queen Street, London EC4, or Central Film Library, Chalfont Grove, Gerrards Cross, Bucks, or Royal Society for the Prevention of Accidents, Cannon House, The Priory Queensway, Birmingham B4 6BS. Teachers' pack and guest speakers available from the BIA. For sale: 16mm, £150 + VAT, VHS, U-matic and Betamax videocassettes £30 + VAT.

Last year, 328,600 people were injured on Britain's roads and 6,010 were killed. The total cost of road accidents was estimated at around £2,000 million. As you read this,

someone is getting killed or injured on the roads. We are not frightened enough, it seems.

*Candles for Katie*, an excellent firefighter. From the opening shots of the Brown family, comfortably like any tell family yet "within life on the next 36 hours one of them is going to be dead", the story line is gripping. We follow the Brown family through an ordinary day - Katie's cycling proficiency test, her dad's business routine, his drink at the pub, his driving to and fro, mum's cake-making - while the tension mounts.

Each small crisis marks a build-up of tension, though the final catastrophe is a skillfully managed surprise. Before one of the Browns untimely snuffs it we have seen them escape death by hasty crossing, by absent-mindedness and by other people's recklessness. These are the sorts of death most of us escape each day.

6,010 people did not escape them last year. But *Candles for Katie* is not just a frightener. It is an absorbing lesson in driving and in reading the road. The commentary on Mr Brown's handling of his car is crisp and to the point: "the headlamp flasher, like the horn, is only for warning people, not for telling them what to do". Its reiteration of driving rules is well illustrated and forcefully expressed.

Yet this part of the film is also fun to watch, and the joy of handling a well-complicated machine in complex circumstances is excitingly conveyed. This alone should make *Candles for Katie* essential viewing for the pre-driving secondary school group, who are, too, especially prone to "saving a few lousy seconds going from A to B" as the film puts it. With so many poor quality well-intentioned films about, *Candles for Katie* shines like a good deed in a naughty world.

"family" on whom the creaking explanation of *Standards in Action* is loosely hung might be due to some unalterable psychic norm also locked in that sanctuary where are kept the standard thermometer for boiling peas, the standard altimeter for flying planes, the standard radiation dosimeter and the standard screw thread for oil pipes.

With enthusiasm for technology as generous as it is misplaced, the film gushes over the miracle of tinned peas "as good to eat as the day they were picked", radiotherapy for cancer, lanes for air traffic, and preci-

## Briefings

Radio & tv  
For schools

*Going to Work*. (Monday, 9.08, Friday, 11.40 BBC1)  
A film on the opportunities for young people in the Post Office. Looks at, in particular, a recently introduced scheme for training young school leavers.

*Over to You*. (Monday, 9.47, Thursday, 11.22 ITV)  
This term's programmes are all new. Here eight to ten year olds concentrate on "Cats". How do cats communicate? Why was Albert swallowed by the lion?  
*Deutsch für die Oberstufe*. (Monday, 11.40 VHF4)

A visit to the German publisher, Duden, which is celebrating its centenary. Sixth forms hear interviews with staff and dictionary experts.  
*1...2...3...Go*. (Tuesday, 10.18, Friday, 10.09 ITV)

A series for children in their first year of school, on numbers. Introduces the concepts of time, money, length and shape. Here four to six year olds look at "Four and Two".  
*Resource Units 11.13: Religious and Moral Education*. (Tuesday, 10.35 BBC1)

"Man Power" and next week "More Man Power" aim to extend children's awareness of the way they develop. Shows that each baby begins to develop its potential from birth.  
*Watch*. (Tuesday, 11.00, Wednesday, 14.01 BBC1)

Captain Cook makes his way to his first port of call, Tahiti. The concept of North, South, East and West is explained and six to eight year olds are shown how to make a simple compass.  
*Maths with a Story!* (Thursday, 9.40 VHF4)  
"Tiddles and the Time Machine" introduces eight to ten year olds to cycles of time and growth. Tiddles, the gorilla speeds up time with awful consequences for Melissa and her clothes.  
*Out of the Past*. (Thursday, 9.48 BBC1)

A unit on George Stephenson and his work as an engineer in the nineteenth century coal mines. His son, Robert, tells nine to eleven year olds what it was like to work in "The Flery Pits" and how his father invented "The Geordy Lamp".  
*Mar*. (Thursday, 11.20 VHF4)  
The first instalment of a four part story describing life in the city of Ur around the year 2,500 BC. Ten to twelve year olds investigate how farmers live.  
*Listening, Talking, Writing*. (Friday, 9.40 VHF4)

The Little Dissident" by George Baker was specially written for this series and features a rebellious schoolboy's conflict with her old fashioned history teacher. The Charlottes and the battle of Peterloo form the backdrop for their argument.  
**Continuing education**  
*Maths Help*. (Sunday, 11.50 BBC1, Monday, 14.45 BBC2)  
A series especially for adults studying "O" level maths. Deals each week with a basic concept.  
*Tell-Montage*. (Monday, late night BBC2)

A magazine programme of items from French-speaking television services with links in English and follow-up notes from the Language Centre, Brighton Poly. The first programme includes a feature on the late Georges Brassens.  
*Realidades de Espana*. (Tuesday, 9.05 BBC1)  
Five documentaries about aspects of present-day Spain useful to students of Spanish language and culture. Programme one is about Moors and Christians in Alcoy.  
*Technical Studies*. (Wednesday, 9.05 BBC1)  
Aims to introduce student technicians to basic concepts in materials and engineering science through experiments which are inaccessible to most colleges.

One shorter film would have made the same points, and would have given more prominence to the really fascinating sequences - the Fascist march through the East End, smirking and protected by policemen, the Spanish War element in the 1937 May Day march, the farrow Crusade. Still, it's a compilation which is very well worth watching.  
Victoria Neumark















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GRAFTS TEACHING IN US... DEPUTY HEAD (Group 1) required for April 1982...

U.S.A.

GRAFTS TEACHING IN US... DEPUTY HEAD (Group 1) required for April 1982...

ileea

Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise.

REMEDIAL WORK

Scale 1 Posts (S.B.) Down Park Road, SW15 9NP. Vacant now. Roll 224 plus 20 full-time nursery. Burham group 5 plus later London allowance plus 200/276 social priority allowance.

OTHER

BATTERSEA COUNTY (SM) Down Park Road, SW15 9NP. Vacant now. Roll 224 plus 20 full-time nursery. Burham group 5 plus later London allowance plus 200/276 social priority allowance.

Part-time Post

ERNST BEVIN (SB) Down Park Road, SW15 9NP. Vacant now. Roll 224 plus 20 full-time nursery. Burham group 5 plus later London allowance plus 200/276 social priority allowance.

SCIENCE

CENTRAL FOUNDATION GIRLS' 31-33 Bow Road, London, E3. Vacant now. Roll 224 plus 20 full-time nursery. Burham group 5 plus later London allowance plus 200/276 social priority allowance.

TECHNICAL STUDIES

HACKNEY Downs (SB) Down Park Road, SW15 9NP. Vacant now. Roll 224 plus 20 full-time nursery. Burham group 5 plus later London allowance plus 200/276 social priority allowance.

PHYSICAL EDUCATION

ST MARK'S C.B. (SM) 110 Bow Road, London, E3. Vacant now. Roll 224 plus 20 full-time nursery. Burham group 5 plus later London allowance plus 200/276 social priority allowance.

PRIMARY SCHOOLS

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships: ADORN (M & F) Vacant now. Roll 224 plus 20 full-time nursery. Burham group 5 plus later London allowance plus 200/276 social priority allowance.

DEPUTY HEADSHIP

TACHOOR NURSERY Aynhoe Road, Westminster, London, SW1. Vacant now. Roll 224 plus 20 full-time nursery. Burham group 5 plus later London allowance plus 200/276 social priority allowance.

Scale 1 Post

SHAWCROFT (M) (10-16) Crookham Road, St. Mary Cray, Croydon, Kent BR8 4ES. Vacant now. Roll 224 plus 20 full-time nursery. Burham group 5 plus later London allowance plus 200/276 social priority allowance.

Scale 1 Post

JOHN RUSKIN JUNIOR SCHOOL - CENTRAL MANAGER CLASS John Ruskin Street SE5. Vacant now. Roll 224 plus 20 full-time nursery. Burham group 5 plus later London allowance plus 200/276 social priority allowance.

Scale 1 Post

ORCHARD LODGE REGIONAL RESOURCE CENTRE Williamstown Road SE20. Vacant now. Roll 224 plus 20 full-time nursery. Burham group 5 plus later London allowance plus 200/276 social priority allowance.

Scale 1 Post

FLUNSTEAD CHILD GUIDANCE UNIT Totton Road, Heath Croydon SE18. Vacant now. Roll 224 plus 20 full-time nursery. Burham group 5 plus later London allowance plus 200/276 social priority allowance.

Scale 1 Post

WAYFORD CENTRE Elm Road, Wayford, Bucks MK18. Vacant now. Roll 224 plus 20 full-time nursery. Burham group 5 plus later London allowance plus 200/276 social priority allowance.

Scale 1 Posts

DEVON Please see dissolved advertisement on page 47 (31160). 151020

Scale 1 Posts

BRENT LONDON BOROUGH OF BRENT... DEPUTY HEAD (Group 1) required for April 1982...

SHROPSHIRE

EDUCATION COMMITTEE... DEPUTY HEAD (Group 1) required for April 1982...

SUTTON

LONDON BOROUGH OF SUTTON... DEPUTY HEAD (Group 1) required for April 1982...

HUMBERSIDE

BRIDLETON VOL 18 SCHOOL... DEPUTY HEAD (Group 1) required for April 1982...

U.S.A.

GRAFTS TEACHING IN US... DEPUTY HEAD (Group 1) required for April 1982...

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BRIDLETON VOL 18 SCHOOL... DEPUTY HEAD (Group 1) required for April 1982...

U.S.A.

GRAFTS TEACHING IN US... DEPUTY HEAD (Group 1) required for April 1982...

U.S.A.

GRAFTS TEACHING IN US... DEPUTY HEAD (Group 1) required for April 1982...

U.S.A.

GRAFTS TEACHING IN US... DEPUTY HEAD (Group 1) required for April 1982...

CAMBRIDGESHIRE Huntingdon Area St. Peter's School, Huntingdon; Cambs. (Co-educational, comprehensive, 1400 on roll) Headmaster: W. G. Thomas J.P., B.A. SECOND MASTER/MISTRESS required for September 1982.

WOODBURY DOWN (SM) Woodbury Down, W14 2ST. Vacant now. Roll 224 plus 20 full-time nursery. Burham group 5 plus later London allowance plus 200/276 social priority allowance.

WOODWICH POLYTECHNIC (SB) Sandy Hill Road, Plumstead SE18 7BB. Vacant now. Roll 224 plus 20 full-time nursery. Burham group 5 plus















SECONDARY EDUCATION

continued
SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
DR. JOHN WORKALL SCHOOL

TAMSIDES

METROPOLITAN BOROUGH
DENTON CROMWELL SPECIAL SENIOR SCHOOL
(AGE RANGE 14/15 YEARS)

HAMPSHIRE

LORD WANDSWORTH COLLEGE
Lons Down, Hampshire
APPOINTMENT TO HEADSHIP

SOMERSET

WILTON SCHOOL
EX DO HMC
Headship (September 1982)

DEVON

WILTON COLLEGE
A direct grant 240 boys boarding school

LEEDS

GRAMMAR SCHOOL
Headship (September 1982)

INDEPENDENT ECONOMICS

Scale 2 Posts and above
WEST YORKSHIRE
WAKEFIELD SCHOOL

DEVON

KEY COLLEGE
Headship (September 1982)

BRIGHTON

BRIGHTON COLLEGE
Headship (September 1982)

CAMBRIDGESHIRE

THE LEYS SCHOOL
Headship (September 1982)

OXFORDSHIRE

OXFORD SCHOOL
Headship (September 1982)

SUFFOLK

RUBBER HALL INFANTS
Headship (September 1982)

WILTSHIRE

CHIPPENHAM ALLINGTON BOVE SCHOOL
Headship (September 1982)

IPSWICH

SCHOOL OF JESUS AND MARY EDUCATION
Headship (September 1982)

BOURNEMOUTH

TALBOT HEATH
Headship (September 1982)

LANCASHIRE

QUEEN MARY SCHOOL
Headship (September 1982)

Economics

Headship of Department
HAMPSHIRE
WIMBORNE COLLEGE

LANCASHIRE

WIMBORNE COLLEGE
Headship (September 1982)

LANCASHIRE

WIMBORNE COLLEGE
Headship (September 1982)

LANCASHIRE

WIMBORNE COLLEGE
Headship (September 1982)

LANCASHIRE

WIMBORNE COLLEGE
Headship (September 1982)

LANCASHIRE

WIMBORNE COLLEGE
Headship (September 1982)

SUNDERLAND

BROUGH OF SUNDERLAND EDUCATION DEPARTMENT
Headship (September 1982)

WILTSHIRE

DUCHY MANOR MIDDLE SCHOOL
Headship (September 1982)

WILTSHIRE

DUCHY MANOR MIDDLE SCHOOL
Headship (September 1982)

WEST SUSSEX

CHRIST'S HOSPITAL
Headship (September 1982)

THE GIRLS' PUBLIC DAY SCHOOL TRUST

Notting Hill & Ealing High School
2 Cleveland Road, Ealing, London, W19 6RQ girls

LANCASHIRE

WIMBORNE COLLEGE
Headship (September 1982)

LANCASHIRE

WIMBORNE COLLEGE
Headship (September 1982)

LANCASHIRE

WIMBORNE COLLEGE
Headship (September 1982)

LANCASHIRE

WIMBORNE COLLEGE
Headship (September 1982)

LANCASHIRE

WIMBORNE COLLEGE
Headship (September 1982)

WILTSHIRE

ZOUZ JUNIOR SCHOOL
Headship (September 1982)

WILTSHIRE

ZOUZ JUNIOR SCHOOL
Headship (September 1982)

WILTSHIRE

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Headship (September 1982)

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Headship (September 1982)

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Headship (September 1982)

WILTSHIRE

ZOUZ JUNIOR SCHOOL
Headship (September 1982)

WILTSHIRE

ZOUZ JUNIOR SCHOOL
Headship (September 1982)

APPOINTMENTS IN SCOTLAND

The Board of Governors of Jordanhill College of Education, Glasgow as required by the Secretary of State for Scotland in terms of Regulation 8 (b) of The Teachers Colleges of Education (Scotland) Regulations, 1981 offer

FOR SALE

HAMILTON COLLEGE OF EDUCATION

Bothwell Road, Hamilton consisting of:
(a) The main College Block (on four floors), comprising classrooms, library, assembly hall, etc.

CENTRAL REGIONAL COUNCIL
EDUCATION DEPARTMENT
PRINCIPAL CHEMISTRY
DENNY HIGH SCHOOL

FOR SALE

HAMILTON COLLEGE OF EDUCATION

Bothwell Road, Hamilton consisting of:
(a) The main College Block (on four floors), comprising classrooms, library, assembly hall, etc.

ST. TERESA'S CONVENT SCHOOL

EFFINGHAM HILL DORKING SURREY RH5 6ST
Required for September 1982 HEAD TEACHER for this Independent Boarding and Day School for Girls, aged 11 to 18 years.

THE ALICE OTTELY SCHOOL
Headship (September 1982)

FOR SALE

HAMILTON COLLEGE OF EDUCATION

Bothwell Road, Hamilton consisting of:
(a) The main College Block (on four floors), comprising classrooms, library, assembly hall, etc.

THE ALICE OTTELY SCHOOL
Headship (September 1982)

FOR SALE

HAMILTON COLLEGE OF EDUCATION

Bothwell Road, Hamilton consisting of:
(a) The main College Block (on four floors), comprising classrooms, library, assembly hall, etc.

THE STAMFORD ENDOWED SCHOOLS

Director of Music
Following the retirement of the Director of Music at Stamford School, the Governors of the Stamford Endowed Schools intend to appoint for September 1982 a Director of Music to have responsibility for the music of the two Schools, i.e.

Vertical text on the left margin: 1982



INDEPENDENT MUSIC continued

Pastoral

Heads of Department

SUFFOLK

ROYAL HOSPITAL SCHOOL
This boarding school of 700 boys...

Other Assistants

BRIGHTON

ST. MARY'S HALL
Church of England School for...

OXFORDSHIRE

ST. MARY'S SCHOOL
Church of England Boarding...

PENZANCE

SCHOOL OF ST. CLARE
Church of England School of the...

Other Assistants

BEDFORDSHIRE

BEDFORD SCHOOL
Headmaster for September 1982...

Other Assistants

BEDFORD

CHARLENDON SCHOOL
Headmaster for September 1982...

DORSET

Keen, Young P.B. graduates
Required for September 1982...

INNER LONDON

London Established Charity Founda-
tion... Headmaster for September 1982...

WAKEFIELD

QUEEN ELIZABETH GRAMMAR
SCHOOL
Headmaster for September 1982...

Religious Education

Heads of Department

BIRMINGHAM

EDMONTON HIGH SCHOOL
FOR GIRLS
Headmaster for September 1982...

Other Assistants

BRIGHTON

ST. MARY'S HALL
Church of England School for...

Other Assistants

ESSEX

BANCROFT'S SCHOOL
Church of England School for...

Science

Heads of Department

WORCESTERSHIRE

WORMSBOURNE SCHOOL
Headmaster for September 1982...

Other Assistants

ARGENTINA

ST. HILDA'S COLLEGE
Buenos Aires
Headmaster for September 1982...

Other than by Subject Classification

Other Assistants

BEDFORD

BEDFORD SCHOOL
Headmaster for September 1982...

BEDFORD

BEDFORD SCHOOL
Headmaster for September 1982...

LONDON

DULICH COLLEGE
Headmaster for September 1982...

CROYDON

WYTHROP SCHOOL
Headmaster for September 1982...

HEREFORD AND WORCESTER COUNTY COUNCIL

WORCESTER ROYAL GRAMMAR SCHOOL
Headmaster for September 1982...

WEST SUSSEX

LANSING COLLEGE
Headmaster for September 1982...

WILTSHIRE

6000 PUPILS COLLEGE
Headmaster for September 1982...

ESSEX

BANCROFT'S SCHOOL
Headmaster for September 1982...

Science

Heads of Department

DEVON

SIBBERRAS COLLEGE
Headmaster for September 1982...

Other than by Subject Classification

Other Assistants

DORSET

WIMBORNE SCHOOL
Headmaster for September 1982...

LONDON

PURNEY HIGH SCHOOL
Headmaster for September 1982...

LONDON

DULICH COLLEGE
Headmaster for September 1982...

CROYDON

WYTHROP SCHOOL
Headmaster for September 1982...

HEREFORD AND WORCESTER COUNTY COUNCIL

WORCESTER ROYAL GRAMMAR SCHOOL
Headmaster for September 1982...

WEST SUSSEX

LANSING COLLEGE
Headmaster for September 1982...

WILTSHIRE

6000 PUPILS COLLEGE
Headmaster for September 1982...

ESSEX

BANCROFT'S SCHOOL
Headmaster for September 1982...

Science

Heads of Department

DEVON

SIBBERRAS COLLEGE
Headmaster for September 1982...

Other than by Subject Classification

Other Assistants

DORSET

WIMBORNE SCHOOL
Headmaster for September 1982...

HANDCROSS PARK SCHOOL

The Governors offer up to three Entrance Scholarships tenable from September 1982. The value of an award may be up to half-fee. Handcross Park is an IAPS co-educational Preparatory School of 180 children.

The Headmaster, Handcross Park School, Handcross, Haywards Heath, West Sussex RH17 6HF.

BEECH HALL SCHOOL

Beech Hall is an IAPS co-educational day/boarding preparatory school, situated in 25 acres. The successful applicant will be enthusiastic and energetic and whilst keeping academic standards high, importance is placed on maintaining the happy, friendly atmosphere for which the school is well known.

H R Mainprice, Chairman of Governors, Kirkman & Mainprice, 5 Woodford Road, Bramhall, Cheshire

HEADMASTER AND WIFE

Beech Hall School, Macclesfield, Cheshire, is a charitable school with a board of governors. With accommodation for at least 100 day pupils and 70 boarding pupils, it prepares boys and girls for admission at 11+ and 13+ to independent schools.

Written applications should be sent to: H. R. Mainprice, Chairman of Governors, Taylor, Kirkman & Mainprice, 5 Woodford Road, Bramhall, Cheshire

ST. DUNSTAN'S COLLEGE

Stanstead Road, Cattord, London SE6 4TY

PREPARATORY DEPARTMENT

Required for APRIL or SEPTEMBER 1982, qualified FORM TEACHER (preferably an experienced graduate) for one of the two classes of 8 year olds.

PREPARATORY MATHS

Other Assistants

ESSEX SCIENCE TEACHER to C.E. and S.S.2, required for April 1982.

Other than by Subject Classification

Heads of Department

SOMERSET

EDINGTON SCHOOL
Headmaster for September 1982...

Other Assistants

WILTSHIRE LOWER SCHOOL
Headmaster for September 1982...

Other Assistants

WILTSHIRE

French Teacher required September 1982...

Other Assistants

BEDFORDSHIRE

EDMONTON SCHOOL
Headmaster for September 1982...

Other Assistants

WILTSHIRE

Headmaster for September 1982...

Other Assistants

SOUTH KENNINGTON

Headmaster for September 1982...

Other Assistants

Headmaster for September 1982...

Science

Other Assistants

ESSEX SCIENCE TEACHER to C.E. and S.S.2, required for April 1982.

Other than by Subject Classification

Heads of Department

SOMERSET

EDINGTON SCHOOL
Headmaster for September 1982...

Other Assistants

WILTSHIRE LOWER SCHOOL
Headmaster for September 1982...

Other Assistants

WILTSHIRE

French Teacher required September 1982...

Other Assistants

BEDFORDSHIRE

EDMONTON SCHOOL
Headmaster for September 1982...

Other Assistants

WILTSHIRE

Headmaster for September 1982...

Other Assistants

SOUTH KENNINGTON

Headmaster for September 1982...

Other Assistants

Headmaster for September 1982...

Heads of Department

Other Assistants

ESSEX SCIENCE TEACHER to C.E. and S.S.2, required for April 1982.

Other than by Subject Classification

Heads of Department

SOMERSET

EDINGTON SCHOOL
Headmaster for September 1982...

Other Assistants

WILTSHIRE LOWER SCHOOL
Headmaster for September 1982...

Other Assistants

WILTSHIRE

French Teacher required September 1982...

Other Assistants

BEDFORDSHIRE

EDMONTON SCHOOL
Headmaster for September 1982...

Other Assistants

WILTSHIRE

Headmaster for September 1982...

Other Assistants

SOUTH KENNINGTON

Headmaster for September 1982...

Other Assistants

Headmaster for September 1982...

Other Appointments

Other Assistants

ESSEX SCIENCE TEACHER to C.E. and S.S.2, required for April 1982.

Other than by Subject Classification

Heads of Department

SOMERSET

EDINGTON SCHOOL
Headmaster for September 1982...

Other Assistants

WILTSHIRE LOWER SCHOOL
Headmaster for September 1982...

Other Assistants

WILTSHIRE

French Teacher required September 1982...

Other Assistants

BEDFORDSHIRE

EDMONTON SCHOOL
Headmaster for September 1982...

Other Assistants

WILTSHIRE

Headmaster for September 1982...

Other Assistants

SOUTH KENNINGTON

Headmaster for September 1982...

Other Assistants

Headmaster for September 1982...

filea colleges

Applications are invited for the following posts... SENIOR LECTURER in COMMUNITY EDUCATION... SENIOR LECTURER in COMMUNITY EDUCATION...

CITY & EAST LONDON COLLEGE

Department of General Education... SENIOR LECTURER IN COMMUNITY EDUCATION...

COLLEGE FOR THE DISTRIBUTIVE TRADES

DEPUTY HEAD OF DEPARTMENT OF ADVERTISING STUDIES... SENIOR LECTURER IN COMMUNITY EDUCATION...

HACKNEY COLLEGE

Department of Communication and Life Skills... SENIOR LECTURER IN COMMUNITY EDUCATION...

HAMMERSMITH AND WEST LONDON COLLEGE

Department of Educational Resources... SENIOR LECTURER IN COMMUNITY EDUCATION...

KINGSWAY-PRINCETON COLLEGE

Applications are invited for the following appointments... SENIOR LECTURER IN COMMUNITY EDUCATION...

WESTMINSTER COLLEGE

Department of Engineering... SENIOR LECTURER IN COMMUNITY EDUCATION...

filea Inner London Education Authority

SOUTH EAST LONDON COLLEGE... Breakspears Road, Lewisham Way, London SE4 1UT.

HEAD OF DEPARTMENT BUSINESS AND ADMINISTRATIVE STUDIES GRADE V

Salary: £13,914 - £15,462 (Plus £759 Inner London allowance)

filea Inner London Education Authority

London College of Fashion... Vice-Principal

CAMBRIDGE COLLEGE OF FURTHER EDUCATION

Head of Department of Engineering and Science... Applications are invited for the above post...

filea Inner London Education Authority

London College of Fashion... Vice-Principal

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SAUDI ARABIA: JEDDAH INFANT TEACHER

The Post: WES has been asked to recruit an infant specialist for a 100 pupil primary school for British expatriate children between the ages of 5-11 years.

Qualifications: Candidates must be professionally qualified primary teachers with at least three years infant experience.

Salary: Approximately £13,000 including local allowance. Further details may be obtained by forwarding a stamped, addressed foolscap envelope to the Director, World-wide Education Service.



WORLD-WIDE EDUCATION SERVICE MURRAY HOUSE VANDON STREET LONDON SW1A 0JA

PITMANS TRAINING SERVICES EFL TEACHERS FOR SAUDI ARABIA

We are looking for additional EFL/ESP teachers to work from March 1982 in Saudi Arabia for PITMAN Training Services, a London-based subsidiary of the PITMAN Group.

Vacancies exist for one-year contracts with an attractive salary package, including free accommodation and paid leave passages. Experience of teaching Commercial or Banking English is especially required.

Interviews London end-January. Please telephone or write for an application form to: Mr. F. I. S. McKendrick or Miss J. M. Gerzon Dept TES Pitman Training Services 6 Southampton Place, London WC1A 2DQ Tel: 01-242 4813 or 01-405 2177



INTERNATIONAL BACCALAUREATE OFFICE GENEVA

The IBO administers the world's first International examination at university entrance level for member schools in 40 countries. The organization seeks an

EXECUTIVE ASSISTANT TO THE DIRECTOR-GENERAL

to commence on March 30th, 1982 or as soon as possible thereafter. Professionally qualified candidates, preferably aged 30-45 should have proven experience in managerial, financial, personnel and communications fields and be able to work in both English and French.

The post is well remunerated and offers excellent opportunities in an expanding international organization. Applications, curriculum vitae, recent testimonials and the names of two referees should be sent to the Director-General, IBO, Palais Wilson, 1211 Geneva 14, from whom further details are available. Preliminary interviews at the IBO offices in Europe and North America. Final interviews in Geneva.

78948/0000

THE NEW ENGLISH SCHOOL KUWAIT

Teaching posts in the following subjects will become vacant in September 1982 in this English medium school. Joint applications from married couples without children are particularly welcome.

SECONDARY SCHOOL (1000 on roll to 'O' and 'A' level) English Language and Literature, Mathematics, Chemistry, Physics, Biology, Computer Studies, History, Geography, French, Art, P.E. (Boys and Girls), Economics. PRIMARY SCHOOL (1000 on roll) Upper Junior Class Teachers (9½-11½ years) Lower Junior Class Teachers (7½-9½ years) Infant Class Teachers (4½-7½ years)

TERMS: One year contract renewable beginning September 1st, 1982. Tax free salary in range \$2000 to \$3000 (at current exchange rates) according to qualification and experience. Terminal Gratuities: Rent free furnished or conditioned accommodation. Economy class return air passages. Interviews in UK, March 22nd to March 31st. For further information and application forms, apply with brief curriculum vitae to the Director, New English School, P.O. Box 8198, Hawalli, Kuwait, Arabian Gulf. Enclosing a self-addressed (not stamped) foolscap envelope.

OVERSEAS continued

MALTA

All round live-in tutor required for frequently travelling 13 year old boy. Tution qualifications and experience in 3 level science and mathematics required. Classics an advantage. Able to supervise study programme. Some subjects taught by the tutor.

MOSCOW

U.S.S.R. ANGLICAN AMERICAN SCHOOL OF MOSCOW seeks primary and junior school teachers and secondary school teachers familiar with the Russian school system for the 11-13 for the 1982-83 school year with a minimum of 2 years experience. Successful applicants will be offered a 2 year contract. Interview will be held in London during week of Feb 14-17 1982. Salary is dependent upon qualifications and experience (transfers from pounds \$300 to pounds \$600). Flat and other benefits provided. All expenses incurred by the candidate travelling to or from the interview will be borne by the school.

Letters of application, with resumes and references must be sent to Richard Gillig, Director, in preparation School of Moscow, c/o Harcourt Hotel, Turin, London SW7 3JL and should be received by the school. Arrangements with respect to visas should be made by telephone. (31307) 460000

SPAIN

ENGLISH - Young teacher required to teach English and Spanish in Madrid. Write: Oxford Centre, San Miguel 16 Zarzosa. Tel: 876 221810. (31075) 460000

SWEDEN

Polynomialist. Sweden requires British men and women to teach English in towns throughout the country. All expenses incurred by the candidate travelling to or from the interview will be borne by the school. Letters of application and resumes should be sent to the Director of Recruitment, British Council, 14 Raffles Place, Singapore. Tel: 331011 (3288) 460000

Educational Posts Overseas. BRAZIL

4 Lecturers in English as a Foreign Language, Sociedade Brasileira de Cultura Inglesa, Rio De Janeiro

Reference 82 D 1-4 The Job: to teach EFL at intermediate and advanced levels for 24 periods of 50 minutes per week to a maximum class size of 20 students between 14 and 50. There are an additional six hours of duties.

Qualifications: Candidates should be single with a degree from a British University, preferably in English or Modern Languages, a postgraduate degree, certificate or diploma in TEFL and a minimum of three years experience.

Salary: Cr \$136,000.00 per month. Equivalent to £813.94 @ Cr 221.00/£1. Salary is adjusted every six months according to the cost of living index.

Benefits: Thirteen months salary, return fare, 20 kgs excess air baggage, installation allowance; medical scheme. 2-year contract. Starting date: As soon as possible

Please write briefly stating qualifications and length of appropriate experience quoting relevant reference number and title of post for further details and application forms to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

IRAQ

Director of Studies British Council Centre for English Studies, Baghdad

Reference: 81 D 50 The Job: Responsibility for day to day co-ordination and operation of the Direct Teaching of English Operation, including supervision of EMG, ESG Teaching Staff and language testing.

Qualifications: Candidates, preferably in the age range 28-40 should be graduates with MA in Applied Linguistics; or postgraduate diploma in TEFL. Experience of teaching, training, materials design and production at a minimum of one year's overseas contact experience required.

Salary: £8883-£10,877 pa. Benefits: Overseas allowance; free furnished accommodation; luggage and outfit allowances; medical scheme. 2-year contract. Starting date: As soon as possible

Please write briefly stating qualifications and length of appropriate experience quoting relevant reference number and title of post for further details and application forms to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

UNITED WORLD COLLEGE OF SOUTH EAST ASIA. SINGAPORE

The United World College of South East Asia offers a secondary education to boys and girls of all nationalities, boarding and day students, in the age range 11-18. There are 100 teaching staff and 1345 students in the College. Academic courses lead to G.C.E. 'O' Level (U.K.) and the International Baccalaureate. The College is committed to the ideals of the U.W.C. movement, promoting a broad curriculum which involves service to the community and an adventurous range of extra-mural activities, including the use of a jungle study centre in Johor, Malaysia.

Applications are invited from suitably experienced and qualified teachers of all nationalities for the following posts which will fall vacant from September, 1982:

1. Head of Faculty of Pursuits: To take charge of a Physical Education Department of 7 staff and to co-ordinate a programme of extra-mural activities.

2. Assistant Teacher of Physical Education: Letters of application, with a detailed curriculum vitae and the names of two referees should be sent to the Headmaster, United World College of South East Asia, Pasir Panjang P.O. Box 15, Singapore 9111, to arrive not later than Friday, 29th January, 1982. Information about the College, the posts and conditions of service will be sent to candidates selected for interview. Interviews will be held in London in late February.

HONG KONG

The English Schools Foundation

Applications from fully qualified teachers with a minimum of 10 years teaching experience are invited for the posts listed below which will be vacant in August, 1982. Applicants should write immediately (stating full details of their qualifications, experience and marital status). Each candidate should also state the post in which he is chiefly interested. If a husband and wife both wish to apply, they should be considered as a unit. For all posts a substantial knowledge of English is essential. A candidate who has not received a reply by 1st February should presume his application has been unsuccessful. Interviews will be held in Hong Kong between 20 March and 2 April, 1982. The Foundation at present manages three secondary and eight primary schools. Additional schools are being planned. All the schools are co-educational and teach normal English pattern of education. The scales for assistant teachers cover the UK Bandwidth structure and scale 1 commensurate with HK\$5,000 per month net. Senior Teacher scales range from HK\$14,500 to HK\$22,000. The value of the posts listed below fluctuates between HK\$10,000 and HK\$12,000. The value of the posts listed below is expected to be further adjusted from April 1982, to match changes in living. The lists below indicate the intended starting date for each post. Interviews may be on sites, higher than where appropriate. Conditions are for two years and renewable. A gratuity of 25% is paid at the end of each contract period. Air passages, medical services and educational touring are provided for overseas recruits.

SECONDARY SCHOOLS

ISLAND SCHOOL CO-EDUCATIONAL 1200 pupils on roll with 240 in the sixth form. A and B TWO TEACHERS MATHEMATICS, one to be Head of Department (Scale 4). A commitment to SMP is essential, and experience of computer work is an advantage. C HEAD OF DEPARTMENT OF BIOLOGY (Scale 3) and HEAD OF DEPARTMENT OF PHYSICS (Scale 3). Candidates for these posts should have a minimum of 10 years' experience and a commitment to SMP is essential. D A TEACHER OF ENGLISH TO 'O' and 'A' Level, with strong literary interests and a commitment to SMP. E A TEACHER OF DOMESTIC SCIENCE TO 'O' and 'A' Level. F A TEACHER OF FRENCH with a special interest in Junior classes and a commitment to SMP. G A TEACHER OF ORAFT, DESIGN AND TECHNOLOGY, and GYMNASTICS. H COMMUNICATION, with a strong second subject, for instance, in English. I HEAD OF RESOURCES (Scale 3). A real commitment to co-ordinating co-curricular activities would be an attractive quality. Apply to the Principal, Mr. C. S. Dover, Island School, 80 Bonnet Road, Hong Kong.

BRADBURY SCHOOL (Group 6) Principal Mr R. L. Green. A SECOND DEPUTY PRINCIPAL (Scale 3) B HEAD OF DEPARTMENT OF MATHEMATICS (Scale 4) C HEAD OF DEPARTMENT MUSIC (Scale 3) D RESPONSIBILITY for two classes with special needs (Scale 2) - applicants must have relevant qualifications and experience.

BOUNDARY SCHOOL (Group 5) Principal Miss R. Martin. A HEAD OF DEPARTMENT OF MATHEMATICS (Scale 3) B HEAD OF DEPARTMENT JUNIORS (Scale 3) C HEAD OF DEPARTMENT SENIORS (Scale 3) D HEAD OF DEPARTMENT OF ARTS AND RESOURCES (Scale 2) PEAK SCHOOL (Group 3) Principal Miss P. L. Y. Young Deputy Principal

QUARRY BAY SCHOOL (Group 6) Principal Miss J. M. Mackintosh GENERAL TEACHER (Scale 1) Interest in boy's games an advantage. Applications are invited for other Scale 1 or 2 posts that may become vacant.



The Centre for British Teachers (T.M.) Quality House, Quality Court, Chancery Lane, London WC2A 1HR Tel: 01-242 2982. Preference will be given to applicants with previous experience in South-East Asia.

OVERSEAS continued

SWITZERLAND

CHAM ALPNUM ZOOZ is recruiting 16th April to 5th October 1982 2 qualified teachers to assist with summer holidays. German level. Pkt. 1000. Apply to: Swiss Education Office, 1000 Bern, Switzerland. Tel: 031 31 11 11. Apply as soon as possible to the Education Officer, (33385) 460000

TEACHERS

MIDDLE EAST

THE INTERNATIONAL SCHOOL OF GOURIFAT (near Beirut) Lebanon

ANU DIBAR, SHARJAH, U.A.E. Applications are invited for the following teaching posts in our schools in Lebanon, Jordan, Sharjah and Ajlun to start in September 1982.

Our schools are multi-national and take pupils from all over the world. The International School of GOURIFAT is a full international Lebanese Secondary School.

Applicants must be fully qualified and married couples, without children. A copy of both a teaching certificate and a curriculum vitae must be submitted to the following addresses:

1. Nursery & Kindergarten Teachers. 2. Junior Class Teachers. 3. Secondary Teachers in: English, Mathematics, Computer Studies, History, Chemistry, Biology, Geography, Economics, Arabic, Islamic Studies, P.E. 4. P.T. 5. Music. 6. Art. 7. Home Science. 8. Languages. 9. Physical Education. 10. Guidance. 11. Administration. 12. Librarian. 13. School Nurse. 14. School Cook. 15. School Cleaner. 16. School Gardener. 17. School Porter. 18. School Driver. 19. School Security Guard. 20. School Maintenance. 21. School Transport. 22. School Accommodation. 23. School Catering. 24. School Laundry. 25. School Sewing. 26. School Tailoring. 27. School Printing. 28. School Bookbinding. 29. School Carpentry. 30. School Joinery. 31. School Painting. 32. School Decorating. 33. School Gardening. 34. School Horticulture. 35. School Agriculture. 36. School Forestry. 37. School Fishing. 38. School Hunting. 39. School Shooting. 40. School Archery. 41. School Fencing. 42. School Judo. 43. School Karate. 44. School Taekwondo. 45. School Wrestling. 46. School Wrestling. 47. School Wrestling. 48. School Wrestling. 49. School Wrestling. 50. School Wrestling.

Applicants should send their curriculum vitae and a recent passport photograph to the following addresses: 1. Mrs M. Al-Jarrah, 25 Westmoreland Road, London SW14 4JF, telephone 01-834 4430, and 2. The International School of GOURIFAT, P.O. Box 1000, Beirut, Lebanon. Curriculum vitae should be typed on one side of the paper and include a full list of references, names and addresses. Curriculum vitae should be accompanied by a recent passport photograph and a copy of your teaching certificate. Applications should be sent to the following addresses: 1. Mrs M. Al-Jarrah, 25 Westmoreland Road, London SW14 4JF, telephone 01-834 4430, and 2. The International School of GOURIFAT, P.O. Box 1000, Beirut, Lebanon.

WANDA

TEACHERS FOR UGANDA

Applications from fully qualified teachers with a minimum of 10 years teaching experience are invited for the posts listed below which will be vacant in August, 1982. Applicants should write immediately (stating full details of their qualifications, experience and marital status). Each candidate should also state the post in which he is chiefly interested. If a husband and wife both wish to apply, they should be considered as a unit. For all posts a substantial knowledge of English is essential. A candidate who has not received a reply by 1st February should presume his application has been unsuccessful. Interviews will be held in Uganda between 20 March and 2 April, 1982. The Foundation at present manages three secondary and eight primary schools. Additional schools are being planned. All the schools are co-educational and teach normal English pattern of education. The scales for assistant teachers cover the UK Bandwidth structure and scale 1 commensurate with HK\$5,000 per month net. Senior Teacher scales range from HK\$14,500 to HK\$22,000. The value of the posts listed below fluctuates between HK\$10,000 and HK\$12,000. The value of the posts listed below is expected to be further adjusted from April 1982, to match changes in living. The lists below indicate the intended starting date for each post. Interviews may be on sites, higher than where appropriate. Conditions are for two years and renewable. A gratuity of 25% is paid at the end of each contract period. Air passages, medical services and educational touring are provided for overseas recruits.

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LONDON BOROUGH OF MERTON EDUCATION DEPARTMENT ADVISER FOR PRIMARY EDUCATION

Applications are invited from suitably qualified and experienced persons. Successful applicant will work with a team under leadership of the Chief Inspector. Salary Scale Head Teacher Group B - £12,540-£13,650 plus 2758 London Weighting Allowance. A car allowance is attached to this post and financial assistance towards removal and associated expenses is payable in approved cases. Application forms and job details are available from the Director of Education, Station House, London Road, Morden, Surrey. Tel. 01-542 8101 Ext. 34. Closing date: 8th February, 1982.

CHESHIRE LORETO CONVENT GRAMMAR SCHOOL

BURBAR required as soon as possible. Applicants should have experience in administration, finance, guiding and general maintenance. Must be able to maintain good staff relations. Salary £10,000 p.a. Applications including a resume of three referees must be submitted to the Headmistress by February 14, 1982 (31391)

DERBYSHIRE COUNTY COUNCIL CAREERS SERVICE

Applications are invited for the following posts in the Derbyshire Careers Service: (1) AMBER VALLEY AND BREWHAM AREA

1. Specialist Careers Officer or Head of Careers Office. 2. Specialist Careers Officer. 3. Specialist Careers Officer. 4. Specialist Careers Officer. 5. Specialist Careers Officer. 6. Specialist Careers Officer. 7. Specialist Careers Officer. 8. Specialist Careers Officer. 9. Specialist Careers Officer. 10. Specialist Careers Officer. 11. Specialist Careers Officer. 12. Specialist Careers Officer. 13. Specialist Careers Officer. 14. Specialist Careers Officer. 15. Specialist Careers Officer. 16. Specialist Careers Officer. 17. Specialist Careers Officer. 18. Specialist Careers Officer. 19. Specialist Careers Officer. 20. Specialist Careers Officer. 21. Specialist Careers Officer. 22. Specialist Careers Officer. 23. Specialist Careers Officer. 24. Specialist Careers Officer. 25. Specialist Careers Officer. 26. Specialist Careers Officer. 27. Specialist Careers Officer. 28. Specialist Careers Officer. 29. Specialist Careers Officer. 30. Specialist Careers Officer. 31. Specialist Careers Officer. 32. Specialist Careers Officer. 33. Specialist Careers Officer. 34. Specialist Careers Officer. 35. Specialist Careers Officer. 36. Specialist Careers Officer. 37. Specialist Careers Officer. 38. Specialist Careers Officer. 39. Specialist Careers Officer. 40. Specialist Careers Officer. 41. Specialist Careers Officer. 42. Specialist Careers Officer. 43. Specialist Careers Officer. 44. Specialist Careers Officer. 45. Specialist Careers Officer. 46. Specialist Careers Officer. 47. Specialist Careers Officer. 48. Specialist Careers Officer. 49. Specialist Careers Officer. 50. Specialist Careers Officer.

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PERSONAL continued

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